

# Central Primary School



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Mrs S. Hopkins  
Head Teacher

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Nov 2017  
Date Adopted

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Mrs S Amos  
Chairperson

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Nov 2020  
Review Date

## Effective Feedback Policy

At Central Primary School, we firmly believe that all marking and feedback should be driven by professional judgement and be **meaningful, manageable** and **motivating**. Providing meaningful feedback is one of the most effective and cost-effective ways of improving pupils' learning. We believe a consistent approach to providing both written and verbal feedback offers opportunities to provide pupils with clear and specific information which is most likely to lead to pupil progress.

At our school, teachers ensure their feedback includes a target which is **specific** and **actionable** in order to increase pupil progress. We believe that pupil engagement with any type of feedback is the key to success. Feedback is only effective when it is **actioned** upon by the pupil. 'Closing the gap' tasks which engage the pupils are invaluable. For example; the teacher writes EBI (Even Better If...) next to an identified issue. The pupil then has to work to 'close the gap' on the issue identified.

We believe that giving pupils sufficient time to respond to *efficient* feedback has the most *impact*. In class, pupils are encouraged to develop 'mindfulness' – time spent thinking about the task through the use of **Target Practice** time. This simple, yet effective process allows our pupils time to think about the 'recipe for future action' and consequently improve their standards, leading them to achieve their full potential across the breadth of the curriculum. **Target Practice** may be upon entry into the classroom before registration, during guided reading time if appropriate or during the plenary etc. Pupils may work with the teacher, work independently, with peer assessors or marking buddies in order to respond to the feedback during **Target Practice**.

Effective feedback comes in a variety of forms including verbal feedback, written feedback, pupil self-assessment and peer assessment. We are developing our techniques in order to embed a culture of 'Assessment for Learning' at Central. We aim to provide effective use of **specific** and **actionable** targets in order to prompt successful pupil response.

Staff are encouraged to use their professional judgement and implement 'selective marking' which focuses on a particular aspect of a piece of work to thorough approaches that focus on spelling and grammar, in addition to subject-specific content. We believe that staff should 'mark less' in terms of the number of pieces of work but 'mark better'.

Our mantra of 'Marking less but better' involves giving feedback which causes the pupils to think about the task. For example, staff mark careless mistakes differently to errors resulting from misunderstanding. Highlighting careless mistakes without giving the right answer prompts the pupil to explore the mistakes they have made. For example; the teacher writes 'WWWT?' (What is **W**rong **W**ith **T**his?) The pupil then consciously amends the careless mistake either immediately or during **Target Practice**.

Teachers and pupils understand the focus for each lesson as specific learning objectives are used. These may be from the programmes of study or the LNF, depending on the focus. Traffic light stampers are effectively used in conjunction with the learning objective and demonstrate how successfully the learning objective has been achieved.

Sharing success criteria helps children to understand the 'steps to success' or the milestones for helping them achieve. The most effective success criteria are those which focus on the process of *learning* rather than the end product. Having clear success criteria based on the processes not only makes it easier for children to understand what they need to do in order to be successful, it also makes it easier for the teacher to measure the success of the work and to identify next steps. Success criteria relating specifically to story writing and non-fiction writing for example, are particularly helpful in this process. Teacher, self and peer assessment columns are used where appropriate.

We recognise that the key to a successful formative assessment strategy is the involvement of pupils in their own and each other's learning. When 'stage' appropriate, peer assessment is carried out using **red** ink.

Teachers pupils give a specific request which they expect the pupils to respond to immediately or during the regular 'target practice' session. "Now...." marking is a simple yet effective tool which encourages the learners to evaluate their work and respond appropriately to short, specific target given by the teacher.

Our pupils are involved in the assessment of their own work in literacy and numeracy and in identifying objectives for improvement. Pupil self-assessment is evidenced through a variety of ways including the use of marking ladders, AfL strategies, success criteria grids, traffic light 'faces' and oral feedback shared with the teacher. Where 'stage' appropriate, pupils respond to feedback using a **blue** inked pen, evidencing their involvement in the improvement process.

The teacher is familiar with pupils' progress and the 'next steps' of progression in literacy and/or numeracy through the use of LNF tracking. Building Blocks is an effective tool used as part of this process.

Pupils are aware of their 'next step' targets. A variety of methods including target boards and target tables etc. are designated in each class to share children's 'next step' targets. Members of the Senior Management Team regularly challenge pupils on what their 'next step' target is. This helps embed an 'Assessment for Learning' culture and allows pupils ownership of their learning.

In order to challenge pupils' learning, teachers use 'learning questions' when giving feedback to encourage further responses and challenge learning. Questions are open ended where possible. Questions are linked to the skills, knowledge and more importantly, the application of the skill. We value the art of 'challenging' by encouraging pupils to create their own responses whilst practising the skill they are learning.

#### High expectations for effective feedback.

- Feedback is actionable, specific, motivating and meaningful.
- Staff use a **green** pen to mark pupil work.
- The school handwriting policy is adhered to by staff in order to set a good example. JoinIt Cursive is the agreed adopted school font since Nov 2017.
- The following codes are used to describe the context of the work;

1. I: Independent work
2. VF: Verbal feedback given
3. WWWT?: What is Wrong With This?
4. EBI: Even Better If
5. sp: Spelling error
6. p: Punctuation error
7. g: Grammatical error
8. ^: Word missing
9. √√: Best parts (pupils have to respond by saying why!)
10. Child √: This shows the teacher the child acknowledges the feedback given.

- Supply teachers must indicate 'supply' on each piece of work, sign and date the feedback.

- The use of Welsh comments when giving effective feedback is encouraged. Staff use words available to interact with the children and promote the Welsh language at every appropriate opportunity. (Marcio chart)

Effective feedback at Central Primary School has been developed and agreed by all stakeholders. We believe in a consistent and progressive approach which is simple and understood by all in order to be as effective and efficient as possible.

The policy consultation process enables all of our stakeholders to shape our school policies.