

## Feedback for Learning Policy

<b>Author/Person Responsible</b>	Headteacher
<b>Date of Ratification</b>	
<b>Review Group</b>	SLT/Staff
<b>Ratification Group</b>	Children's Committee
<b>Review Frequency</b>	Biennial
<b>Review Date</b>	September 2017
<b>Previous Review Amendments/Notes</b>	January 2016
<b>Related Policies</b>	Assessment
<b>Chair of Governors Signature</b>	

# Staple Hill Primary School

## Feedback for Learning Policy

### Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective feedback.

### Rationale

Research shows that feedback is an important factor in pupil learning. Staple Hill Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Feedback serves the purposes of valuing pupils' learning, diagnosing areas for development or next steps and evaluating how well learning has been understood and applied, against Age Related Expectations. Feedback should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process and has responsibility to engage.

### Aims

- Provide consistency and continuity in feedback throughout the school so that pupils have a clear understanding of teacher expectations
- Use feedback as a tool for formative ongoing assessment
- Improve standards by encouraging pupils to give of their best and **improve on their last piece of learning**
- Develop self-esteem through praise and valuing achievements
- **Create a dialogue in which pupil plays an equal part in securing progression**

### Principles of Effective Feedback

Effective feedback should:

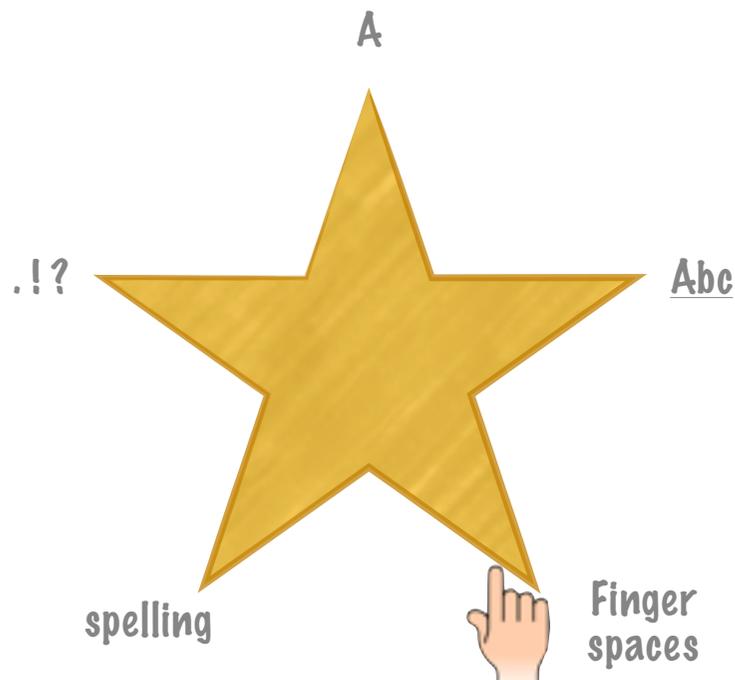
- Be manageable for staff and pupils
- Be at the pupil's level of comprehension with **clear formative strategies for next steps**
- Be written in handwriting that is legible and in line with agreed policy
- **Allow dedicated time for pupils to read, reflect and respond to marking**
- Be consistently followed and involve all adults working with pupils in the classroom, in order to provide information for the teacher on the success of the teaching
- Involve pupils in the same process (whether oral or written), ensuring equity across subjects
- Relate to the learning objective/success criteria, e.g. science should be marked mainly for the science content
- Positively impact on the pupil's progress

## Guidelines

- Pupils to record learning in pen/pencil with joined handwriting as soon as possible
- All diagrams to be drawn in pencil and colouring in pencil crayon
- **Adults to scaffold and record in purple pen, pupils to respond in green pen with equally high expectations of presentation and handwriting. Tickled Pink and Green for Growth highlighting will be used**
- Modelled handwriting must be evidenced from all stakeholders at all times, both in books and in the environment
- Planned opportunities for pupils to feedback must enable learning dialogue to develop and responses must be reconfirmed
- All learning must be marked regularly and promptly after completion, to allow effective and immediate feedback to be given.

## Securing basic standards in written English

As a school we will use a sentence star to focus on basic standards - this will allow feedback to be focused on content. Children will be taught the five points of the star and their meaning so that the teacher can simply tick each point when demonstrated. Unticked points will provide children with clear direction regarding which basic standard to address. The sentence star should be a prominent feature of each learning space.



1. Point 1 - Capital letters
2. Point 2 - neat handwriting, sitting on the line
3. Point 3 - finger spaces
4. Point 4 - Correct spelling of high frequency words (age appropriate)
5. Point 5 - Punctuation - mainly correct full stops

As EYFS children being to write, they will use a triangle focusing on Capital letters, finger spaces and full stops and progress towards the star.

The sentence star should be phased out in KS2 when a child is consistently demonstrating a secure understanding of the basics in all writing.

# Marking Policy

	Tickled Pink highlighter	Green for growth highlighter	Sentence Star	[square bracket]	Speech bubble	Tick - correct Dot - not correct	Praise	Children's codes // * ^
English	Yes	Yes	Yes	Yes			Yes	Yes
Maths					Yes	Yes	Yes	
Science	Yes		Extended writing			Yes		
Topic	Yes		Extended writing			Yes	Yes	

This table shows the type of marking that is expected across learning and a week. It may not always be appropriate to use all tools on every piece of learning.

### **Highlighting**

Highlighters should be used in relation to the learning objective and the content. Tickled Pink should be exact and used sparingly to show the learning. Green for Growth should be used to highlight errors to be addressed or areas to further improve. Incorrect letter or number formation should be addressed with pupils being given the opportunity to see and practise the correct formation/orientation. The bracket is used to highlight a section of work to be addressed - a comment should give clarity and direction to the child.

### **Writing Comments**

Written comments for improvement should be short and precise and direct a child to take action. They should provide direction linked to the square bracket. Praise should be short, precise - linked to the learning objective used sparingly to maximise impact.

### **Spellings**

New or adventurous words spelt incorrectly should be highlighted either within the text or by writing sp in the margin for children to then self correct using word mats or dictionaries etc.

All mathematical language must be spelt correctly and checked through marking.

Teachers will take note of any common class misspellings, up to 6, and address these with the class requiring all pupils to check and correct.

### **Peer and self marking**

Peer and self marking is highly encouraged and should form part of children's routine learning.

### **Feedback and response**

Children must be given dedicated quality time daily to address the improvement areas within the marking and work with adults to further improve. All improvements and corrections should be made in green pen/pencil.

### **Teaching assistants**

Teaching assistants who lead a group of work with individuals are expected to contribute to the marking and feedback of learning. However, it is the teachers who are accountable for learning progress within their class and must ensure a balance of teacher and TA marking.

### **Feedback and response time**

In order to impact positively on learning children must have dedicated quality time daily to make corrections and develop their learning further.