Joy Lane Primary School

# Feedback and Response Policy

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|---|---|
| **Date prepared** | July 2023 |
| **Date agreed** | September 2023 |
| **Signed by Executive Headteacher** | D J Hines |
| **Date policy to be reviewed** | July 2024 |

***Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.***

(Part 1: Teacher's Standards, Part 6)

## The Purpose of Feedback

*Feedback should serve a single purpose:* ***to advance pupil progress and outcomes***.

(Report of the Independent Teacher Workload Review Group)

**Quality feedback is:**

**Manageable:** Assessment policies should be clear that marking practice should be proportionate and consider the frequency and complexity of written feedback, and cost and time-effectiveness of marking in relation to the overall workload of teachers.

**Meaningful:** Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

**Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

(Report of the Independent Teacher Workload Review Group)

## Top Tips for Effective Feedback

1) Vary feedback styles according to the activity and the individual child.
2) Ensure that feedback promotes progress. Are the same issues highlighted in children's later pieces as in the earlier ones?
3) Model cursive handwriting in your written feedback (in line with Letter-join).
4) Take the time to 'train' children to be able to respond to feedback effectively.
5) Plan adequate time for children to respond to feedback within lessons.
6) Don't do all the work - ensure that you do not write more than the children!
7) When marking developmentally, prioritise one to two key areas to feedback on.
8) Remember, quantity of feedback should not be confused with the quality.
9) Use precise, child-friendly language in your feedback.
10) Feedback can take place in any part of the lesson.
11) Decide which pieces of work to give detailed attention and which will be acknowledged with a target stamp.
12) Sometimes, it is appropriate for children to mark their own work.

## Monitoring and Review

This policy will be reviewed annually by all staff and changes will be made to ensure that it reflects up-to-date practice and maintains its key aim: to promote pupil progress. SLT and Subject/Team Leaders will monitor books, reflecting on the impact of teachers' feedback on the children's outcomes. Monitoring will also include a dialogue with children about how effective they feel the feedback is in moving their learning on.

## Who can give feedback?

All adults in the classroom contribute to the progress of the child; however, the Class Teacher is solely responsible and plans for where the learning is going next. They should, therefore, be providing the children with the quality next steps (verbal or written) that will accelerate progress. TAs can support with marking tasks that require a tick/stamp (especially in Maths) and can make supporting notes on a post-it if necessary. Any further comments or next steps should be made to the child by the Class Teacher (verbal or written). The Class Teacher and TA should use the 'support triangles' (Feedback Codes) to indicate how much support was provided if working with them 1-1 or as part of a guided group.

## Colour Coding

| Colour | Purpose |
|---|---|
| **Green** | Teacher feedback |
| **Pink** | 'Think Pink' challenge questions |
| **Purple** | Child response to feedback |

## Marking Codes

See Appendix 2 and Appendix 4 for the marking codes used in English and Maths marking.

## Learning Environment

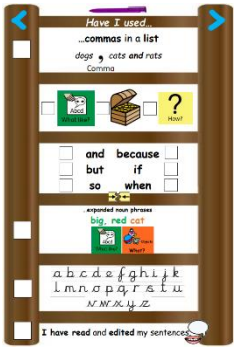
The English and Mathematics Feedback Codes will be clearly displayed in the classroom.
Displayed work will be marked in adherence with the feedback policy.

## Feedback in English

While work in English should be marked against the Learning Intention, some 'non-negotiable' secretarial errors (such as full stops and capital letters) should still be highlighted when necessary, using the marking codes (see Appendix 2 and Appendix 4) or referring to the writing Ladders. Children should be encouraged to use their writing Ladders to independently check their writing.

### Ladders:

The Ladders are a writing tool based on the National Curriculum descriptors for English that are used for feedback, assessment and targets.



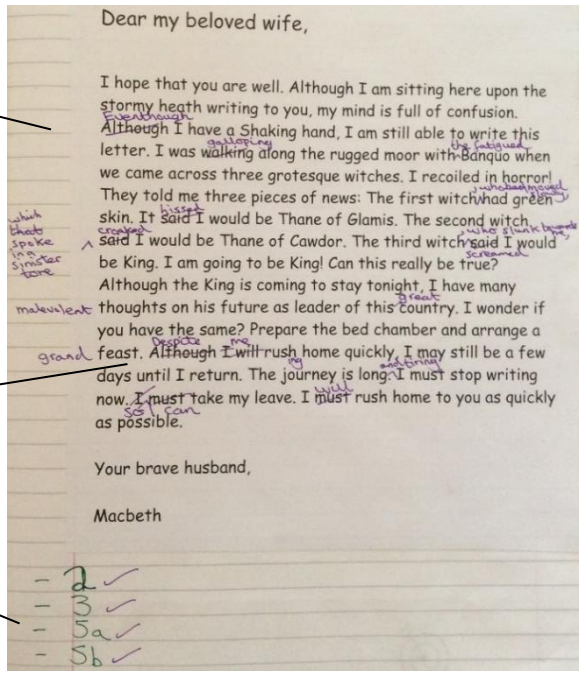

**Key Stage 1:** In KS1, teachers will use Ladder stickers to provide regular feedback. Using the appropriate ladder sticker by the side/below each piece of writing, Teachers highlight or circle (green) the areas demonstrated and highlight one in pink (if necessary) as a 'Next Step'. Areas highlighted act as short-term targets for the children. Blank boxes next to each strand allow the children to work independently, ticking what they have included in their work. Sometimes, additional feedback (verbal or written) may be needed for areas related to the LI or those that are not covered on the Ladder.

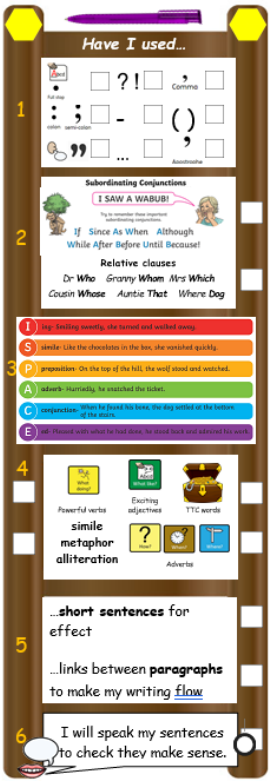
**Key Stage 2:** In KS2, the Ladders' rungs are numbered, which can be used when giving feedback (written or verbal). Teachers' marking on the body of work should be minimal and the numbers will direct the children as to how to edit their writing independently. Blank boxes next to each strand allow the children to work independently, ticking what they have included in their work. In some cases, written or verbal feedback not covered on the Ladders may need to be given.

In LKS2, numbers may be written in the margin to give more guidance about where the improvement is needed.

Child's response to numbered feedback in purple pen.

Teacher's numbered feedback in relation to the Ladder.




**Feedback within a longer piece of writing**:

High standards of writing will be maintained by slowing down the writing process and encouraging children to actively engage in drafting, proof-reading and revising their own and their peers' writing, with the support of quality feedback from the adult.

In KS1, a sustained piece of writing is built through the teaching of appropriate grammar and punctuation skills suited to the genre. Within a longer piece, written or verbal feedback is given daily alongside a ladder sticker to support children's own responses using their purple pen. In KS1, children are expected to make simple additions, revisions and corrections to their own writing. In Year 2, as children become more independent writers, direct teacher feedback lessens, and children are supported in the editing of their own writing.

In a KS2 writing unit, more detailed developmental feedback (written or verbal) is provided within a longer piece of writing using the Ladders, as well as other developmental marking points based on the Learning Intention. The child will respond, edit and improve using their purple pens in the next session using a purple pen.

**Target setting – KS2:**

The Ladders are used to set the children's longer term writing targets. At the end of a writing unit, the children's final piece of work will be marked against the genre-specific Success Criteria as well as the Ladder strands. A Ladder sticker will be placed at the end of the final piece of work and the teacher will tick each area that the child has demonstrated. Any areas unticked can become the child's target (one to two is recommended); these are highlighted by the teacher. This is carried over to the next piece or writing and progress can be tracked by the child and teacher.

A copy of the age-appropriate assessment sheet is attached in the front of the child's book. Each sustained piece of work is dated and the teacher will tick the areas that the child has demonstrated. This assessment sheet will track the child's progress across the book in a snapshot, as well as supporting the completion of the online assessment system.

**Spellings**

Across the school, teachers will ensure that spelling feedback is individualised to the child's needs. KS2 children will be taught strategies to learn, practise, self-check and correct their spellings. In KS1 and lower KS2, misspelt words are underlined and indicated in the margin with a 'SP' with a strategy to support with the spelling, if necessary. In Upper KS2, where appropriate, less specific guidance is given in marking as to where the 'SP' error has taken place as children independently or with peers look for spelling errors within paragraphs. Please see Appendix 7 for more spelling guidance.

**Key Stage 2 - Hocus Pocus Spellings**

An investigative approach is taken to the teaching of spelling in KS2, which is supported by the activities in daily spelling lessons. Over the course of a week, pupils will investigate a rule, collect words that fit the rule and practise the spelling of these words using a variety of games and strategies. Pupils will be free to choose the spelling strategy that best suits their learning style in order to practise their weekly spelling words in a way that is most useful to them.

Class teachers will use their professional judgement in order to pitch the spelling teaching at the appropriate developmental level that is suited to the needs of the pupils in their class. Focussed intervention groups for pupils who need to further consolidate the spelling of words from other programmes of study will be arranged. (See Appendix 7 for more information.)

As part of the Hocus Pocus spelling programme, our expectation is that pupils assume increased responsibility by identifying the spellings that they need to learn. Children should also be working on spellings arising from their independent writing: these words will be specific to the individual child and will be those that frequently cause them difficulty as they are writing. Children should have no more than five target words at a time, and these will be reviewed throughout the term by the teacher and the child.

Once they have identified their target words, pupils will record them on a 'Potion Promise' target sheet. The children are challenged to practise their 'Potion Promise' spellings regularly, check for them in their writing within class and prove to the teacher that they can successfully spell these words within as short a period as possible. Once pupils have proved that they can independently spell these words correctly in a range of independent writing within class, they will have 'met' their Potion Promise and be rewarded with a Dojo.

**<u>Feedback in Science and Foundation subjects</u>**

- Foundation subjects are marked against the subject-specific Learning Intention.
- Correct any subject-specific spellings and highlight high-frequency words to be edited.
- Think Pinks can be used to extend thinking, particularly encouraging Greater Depth responses.
- When marking for English in cross-curricular writing, identify secretarial errors and refer to strands from the writing Ladder. This will keep marking focused and manageable.
- Children integrating from Oysters to mainstream will follow the mainstream PoS and therefore have their work marked by the adult working with them (Teacher or TA).

# Appendix 1

## Early Years

**Rationale**:

In the EYFS, ongoing assessments are an integral part of the learning and development process. This helps to make sure the children are making progress towards the Early Learning Goals. Most feedback is given during high-quality interactions with the children. In our settings, you will find the adults playing with or observing the children at play while they assess each child's knowledge and skills. Carefully considered questioning and key vocabulary will then be used to address the children's next steps.

**Learning Journeys:**

A learning journey is a celebration of a child's achievements and interest during their time in reception, and it shows the journey of a child's learning and development through carefully chosen, dated and sequenced:

- Photos and observations (recorded on personal profile on ClassDojo and shared with parents)
- Photos and observations (recorded on ClassDojo and shared with whole class parent community)
- Annotated child-initiated pieces of work
- Annotated adult-directed pieces of work (LI stickers and marking policy adhered to with next steps evident)
- Quotes, photos and pieces of work displayed on the whole class learning journey display board

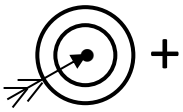
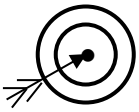
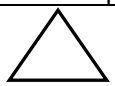
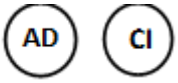
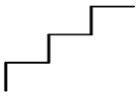
Children's work is annotated where necessary (using a green pen), giving the context of the piece and/or recording the child's voice; this supports in the assessment of the child's overall understanding and attainment.

**Observations**:

- Give context
- Child focused and giving quotes of what the child says
- Refer to the learning taking place

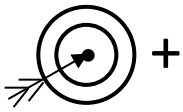
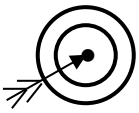
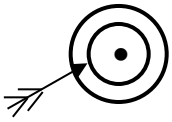
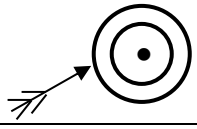
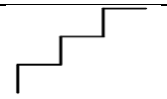
**Stickers**:

- Voices for Choices stickers can be used to demonstrate characteristics of effective learning.
- Writing ladder stickers can be used to show progress against writing targets.
- Learning intentions and dates can be printed on stickers for all areas of the curriculum, if appropriate.

| Early Years Mathematics Feedback Codes | |
|---|---|
| **Icon** | **Meaning** |
| ✓ | Correct response |
|  | Learning Intention exceeded<br>Above expected |
|  | Learning Intention achieved<br>Working at expected |
| | Verbal feedback given |
| <br>plus initials of supporting adult | Little support given |
| <br>plus initials of supporting adult | Some support given |
|  <br>plus initials of supporting adult | Full support given |
|  | CI: Child Initiated<br>AD: Adult Directed |
| | Think Pink: a challenge question<br>(Term 6 in preparation for Year 1 transition) |
|  | Next steps |

# Appendix 2

| Key Stage 1 English Feedback Codes | |
|---|---|
| **Icon** | **Meaning** |
| ✓ | Correct response |
| SP | Spelling error |
| | Ladder stickers<br><br>Area met: Ticked / highlighted green<br><br>Next steps: highlighted pink |
| + | Work showing elements of **greater depth**<br>Learning Intention exceeded |
| | Working at the **expected** level<br>Learning Intention achieved |
| | Working **towards** the expected level<br>Learning Intention not fully achieved |
| | Working below expected<br>Learning Intention not achieved |
| VF | Verbal feedback given |
| Initials of supporting adult | Little support given |
| Initials of supporting adult | Some support given |
| Initials of supporting adult | Full support given |
| I | Independent |
| | Think Pink: a challenge question |
| | Next steps |

| Key Stage 1 Mathematics Marking Codes | |
|---|---|
| **Icon** | **Meaning** |
| ● | Check an error |
| ✓ | Correct response |
| ○ | Mistake is circled |
|  | Work showing elements of **greater depth**<br>Learning Intention exceeded |
|  | Working at the **expected** level<br>Learning Intention achieved |
|  | Working **towards** the expected level<br>Learning Intention not fully achieved |
|  | Working below the expected level<br>Learning Intention not achieved |
| VF | Verbal feedback given |
| Initials of supporting adult | Little support given |
| Initials of supporting adult | Some support given |
| Initials of supporting adult | Full support given |
| I | Independent |
| | Think Pink: a challenge question |
|  | Next steps |

# Appendix 3

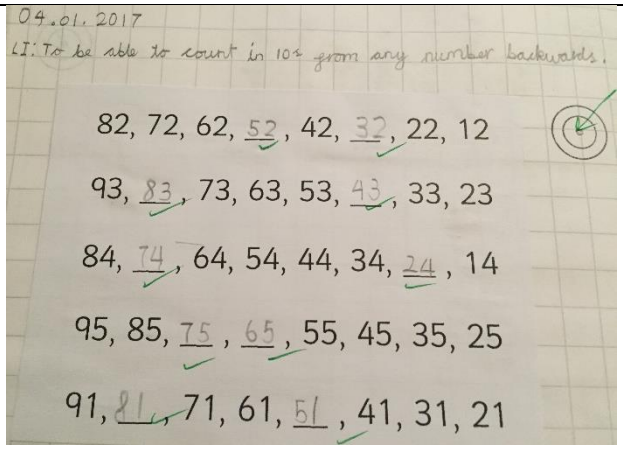
**Forms of feedback – KS1**

Marking can take a variety of forms. Over a school week, there could be a range of feedback styles evident:

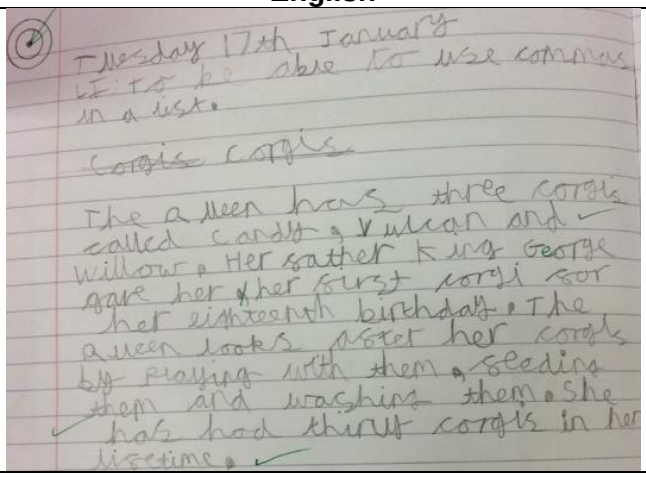
**Target Stamp**

The target stamp indicates whether the Learning Intention has been achieved.
In most cases, no further comment is needed unless Next Steps or a 'Think Pink' are required.

**Maths**



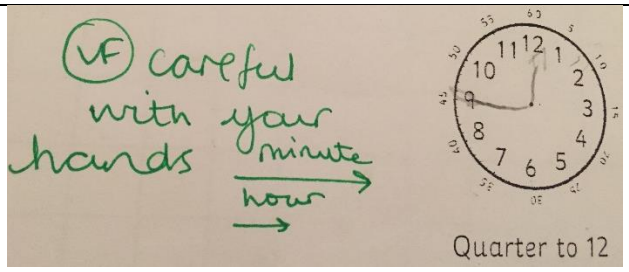

**English**

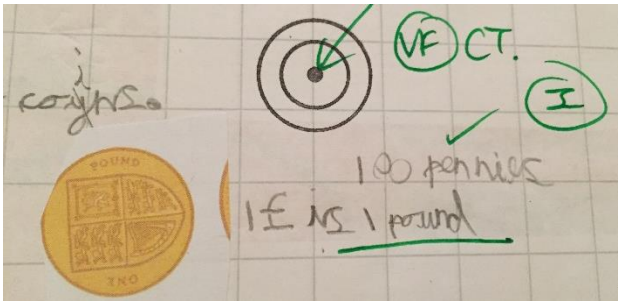


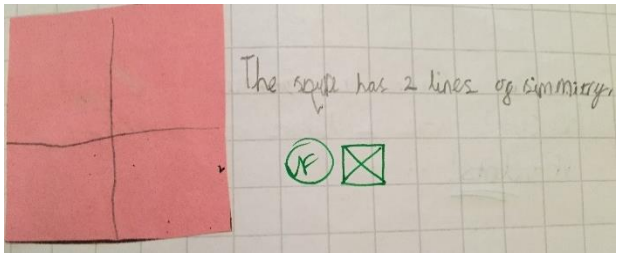

**Verbal feedback**

The teacher gives feedback to the child 1:1 or as part of a group.
Use VF (Feedback Code).

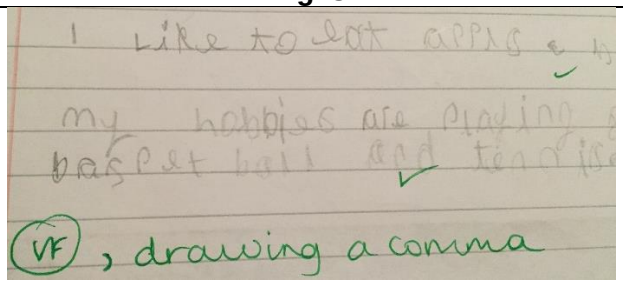
**Maths**

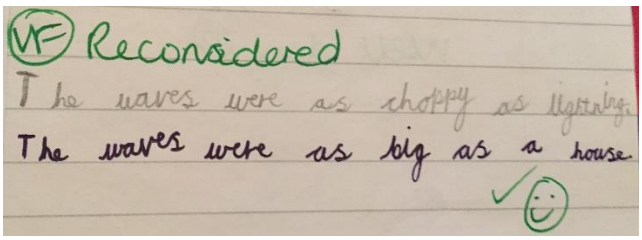


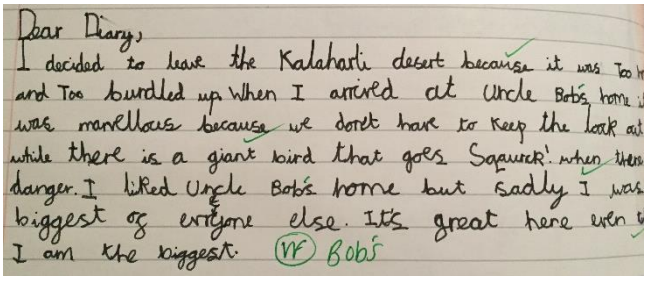




**English**



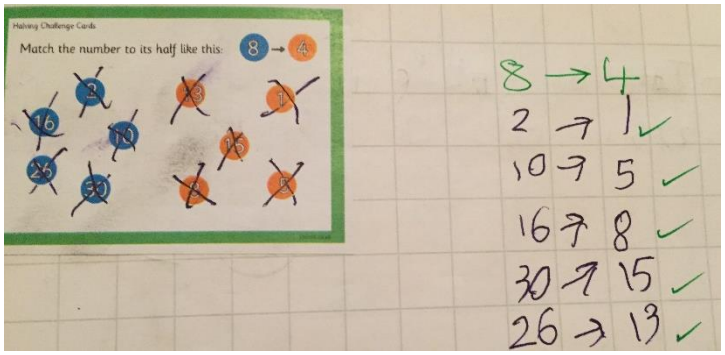



**Next Steps feedback types**

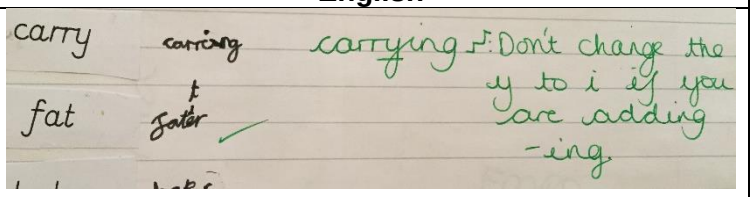
'Next steps' (sometimes called 'developmental marking', 'quality marking' or 'closing the gap marking') is a focused comment that should help the child to improve or extend their learning. In many cases, their target will be their next steps. Your choice of feedback style will depend on the LI, the child's ability and the desired outcome for each child.

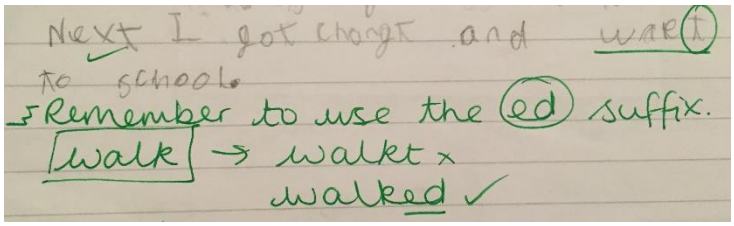
## *Giving an Example*

### Maths



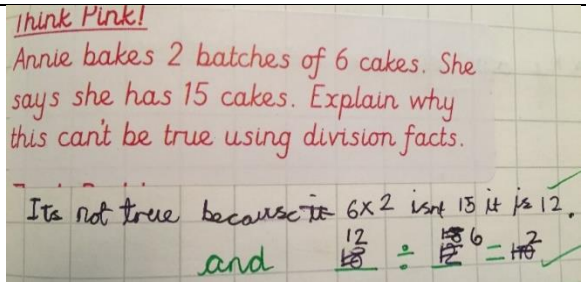

### English

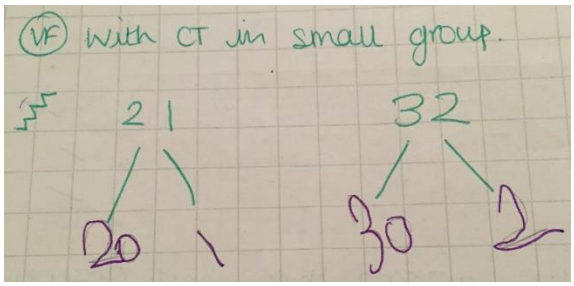


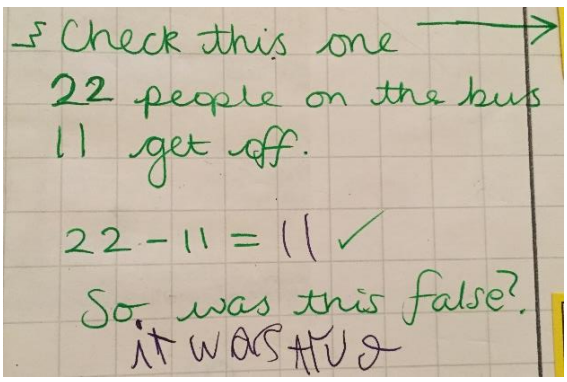




## *Scaffold*

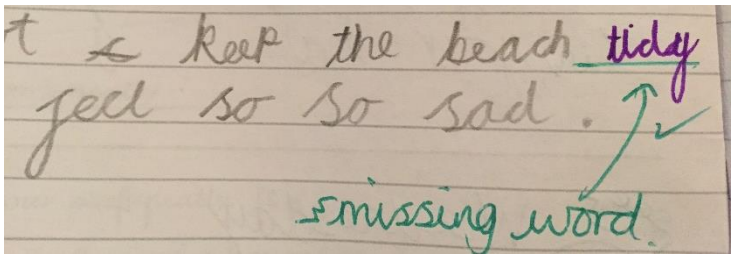
### Maths



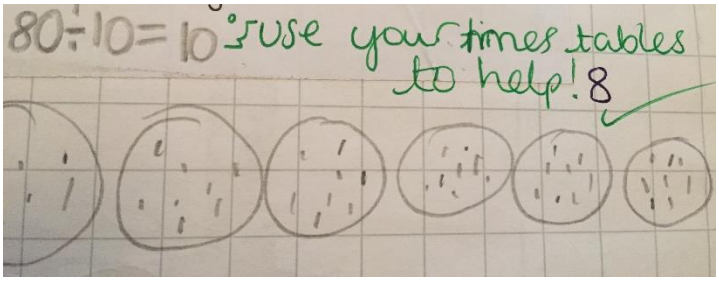



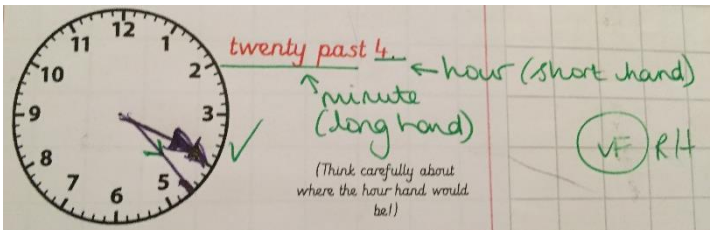

### English



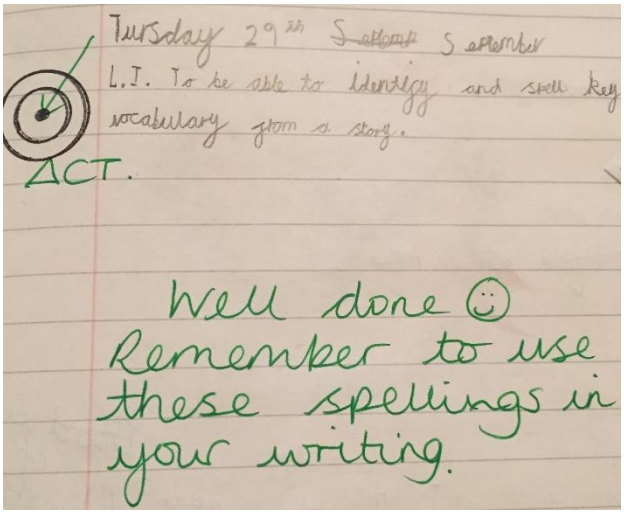
## *Support*

### Maths



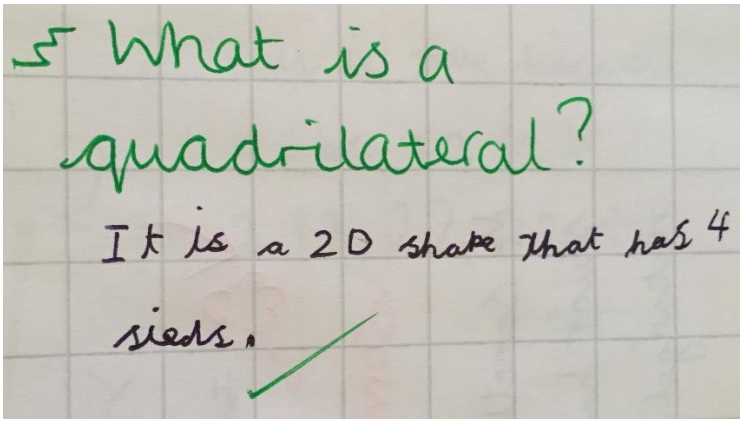



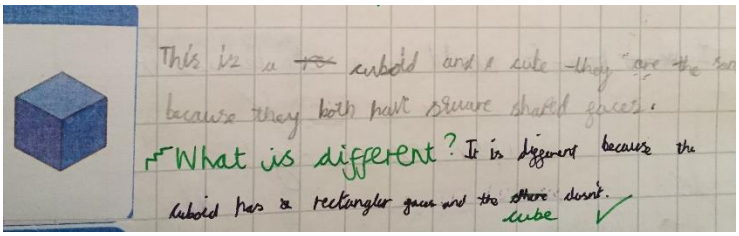

### English



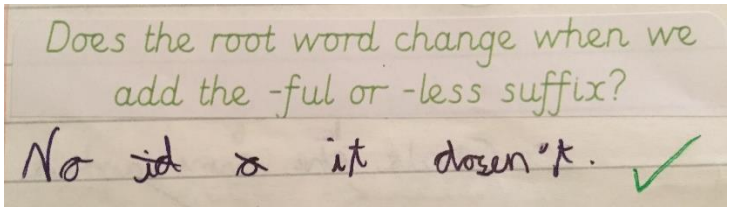

## *Question*

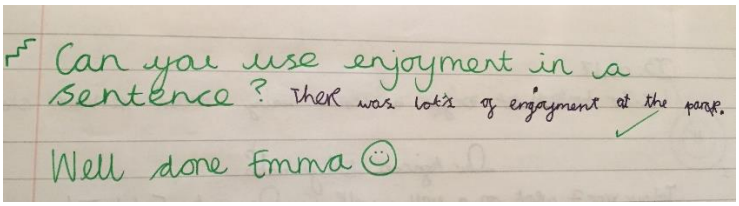
### Maths

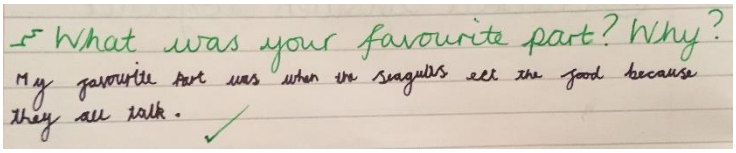


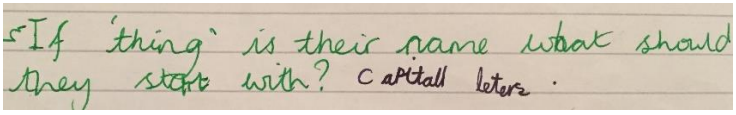




### English



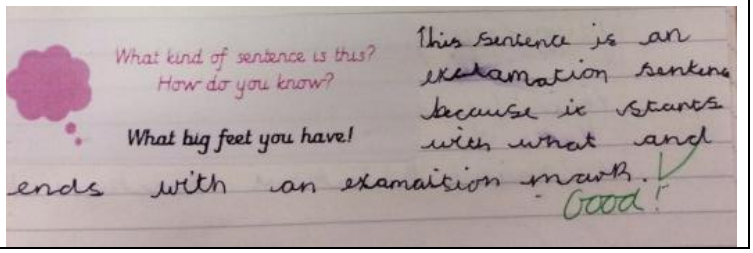



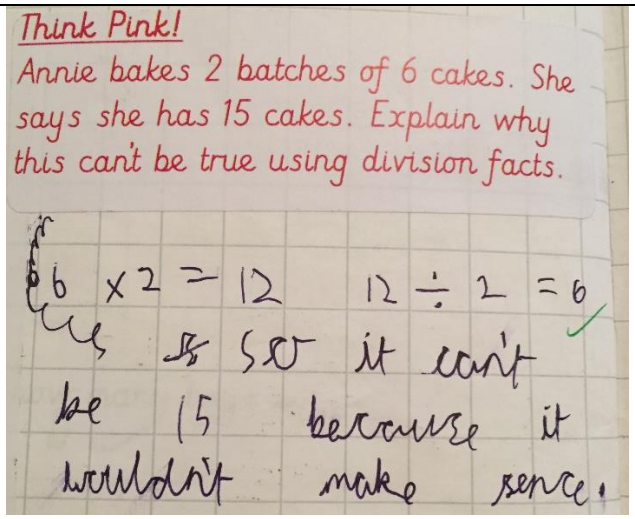



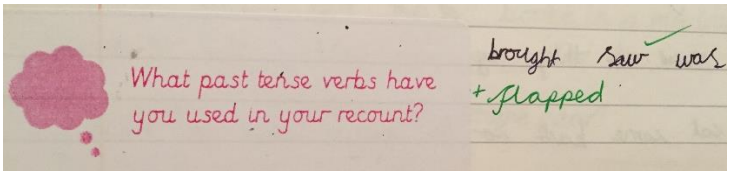

## *Challenge: Think Pink*

### Maths

### English

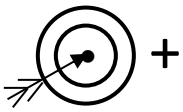
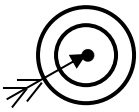
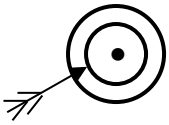
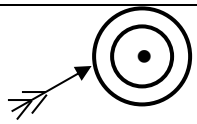
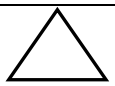
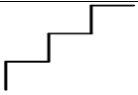



Think Pink!
Annie bakes 2 batches of 6 cakes. She says she has 15 cakes. Explain why this can't be true using division facts.
6 x 2 = 12 12 ÷ 2 = 6
so it can't be 15 because it wouldn't make sence.


What past tense verbs have you used in your recount?
brought saw was
+ flapped

# Appendix 4

| Key Stage 2 English Feedback Codes | |
|---|---|
| **Icon** | **Meaning** |
| ✓ | Responses that meet the LI |
| ✓✓ | Adventurous word choices or punctuation |
| FS SP CL P | Full stop missing<br>Spelling Error<br>Capital Letter missing<br>Punctuation missing |
| | Ladder Feedback:<br><br>Match the number on your work to the number on the Ladder and feedback using purple pen. |
| ^ | Missing word or phrase |
| // | New paragraph, start a new line |
| ~~~ | Grammatical error (underlined) |
| + | Work showing elements of **greater depth**<br>Learning Intention exceeded |
| | Working at the **expected** level<br>Learning Intention **achieved** |
| | **Working towards** the expected level<br>Learning Intention not fully achieved |
| | Working **below** expected<br>Learning Intention not achieved |
| VF | Verbal feedback given |
| Initials of supporting adult | Little support given |
| Initials of supporting adult | Some support given |
| Initials of supporting adult | Full support given |
| | Think Pink: a challenge question |
| | Next Steps |

| Key Stage 2 Maths Feedback Codes | |
|---|---|
| **Icon** | **Meaning** |
| | Correct response |
| | Check an error |
| | Mistake is circled |
|  | Work showing elements of **greater depth**<br>Learning Intention exceeded |
|  | Working at the **expected** level<br>Learning Intention achieved |
|  | Working **towards** the expected level<br>Learning Intention not fully achieved |
|  | Working **below** expected<br>Learning Intention not achieved |
| | Verbal feedback given |
| <br>Initials of supporting adult | Little support given |
| <br>Initials of supporting adult | Some support given |
|  <br>Initials of supporting adult | Full support given |
| | Think Pink: a challenge question |
|  | Next Steps |

# Appendix 5

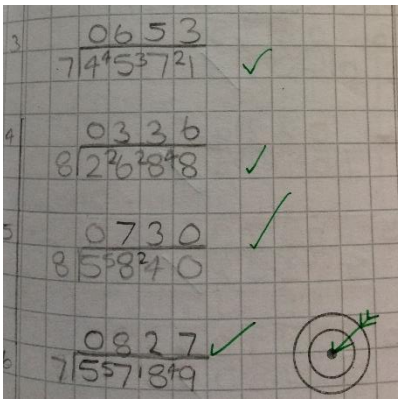
## Forms of feedback – KS2

Marking can take a variety of forms. Over a school week, there could be a range of feedback styles evident:

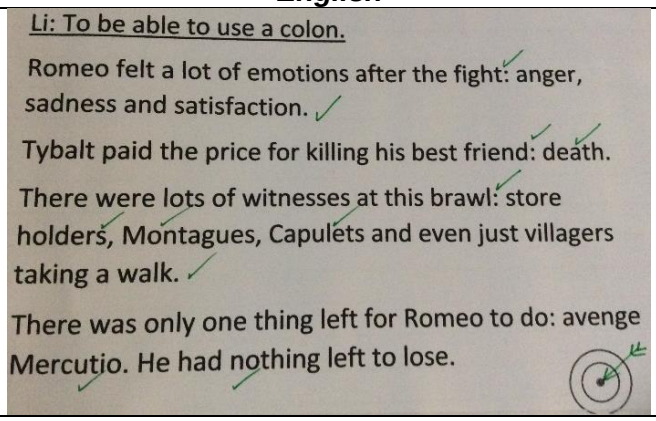
**Feedback against the LI**

The target stamp indicates whether the Learning Intention has been achieved.
In most cases, no further comment is needed unless Next Steps or a 'Think Pink' are required.

***Maths***



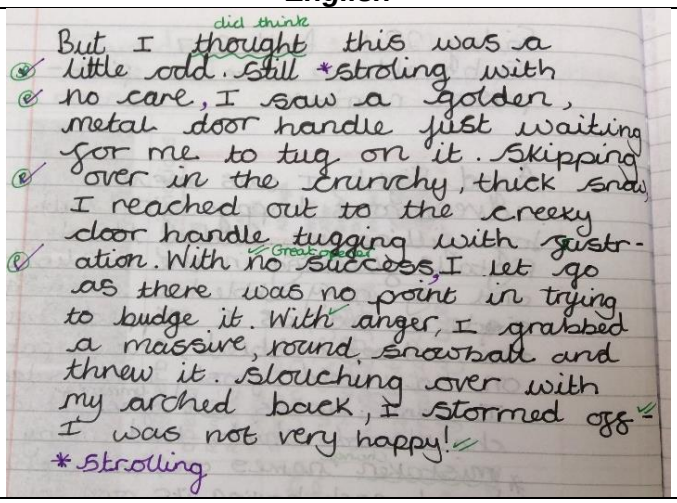
***English***




**Secretarial marking**

(can be part of Next Steps/numbered Ladder marking)
See Feedback Codes for full list of symbols relating to spelling, grammar and punctuation.

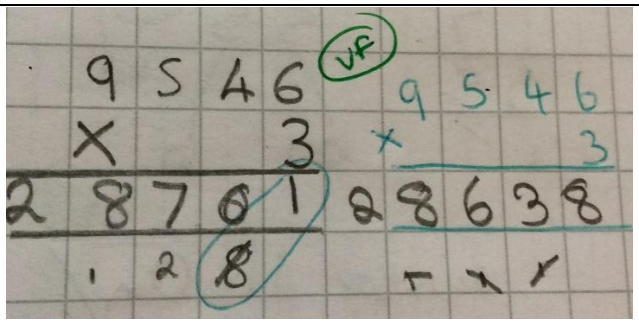
***English***



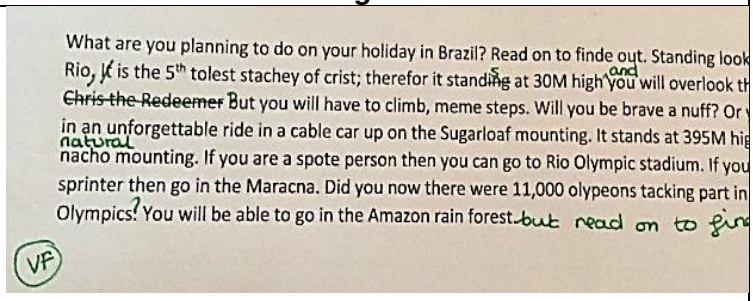

**Verbal feedback**

The teacher gives feedback to the child 1:1 or as part of a group.
Use VF (Feedback Code).

***Maths***



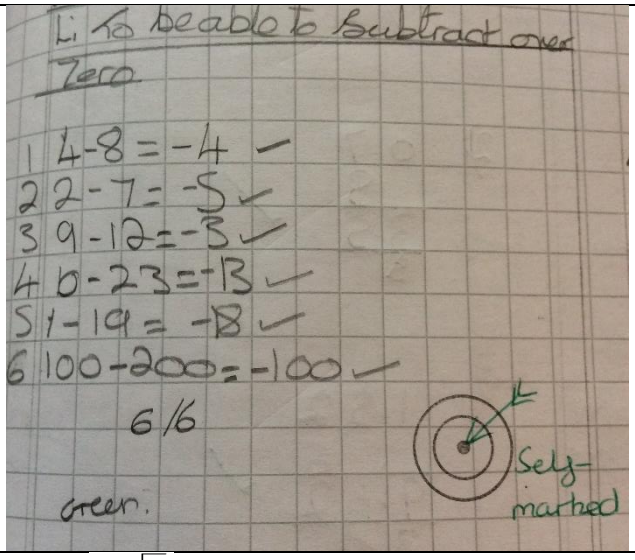

***English***



**Self-marking**

Children mark their work alongside the teacher during or at the end of the session.

***Maths***

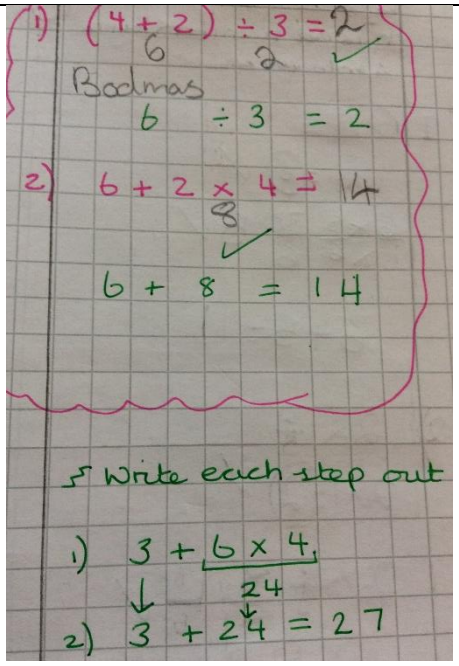



**Next Steps feedback types**

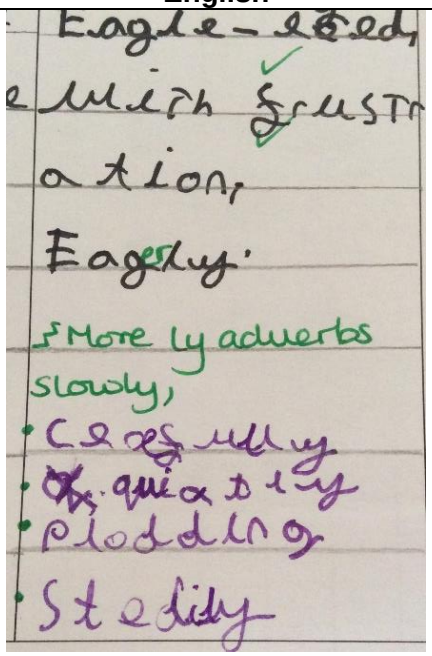
'Next steps' (sometimes called 'developmental marking', 'quality marking' or 'closing the gap marking') is a focused comment that should help the child to improve or extend their learning. In many cases, their target will be their next steps. Your choice of feedback style will depend on the LI, the child's ability and the desired outcome for each child.

***Giving an Example***

**Maths**

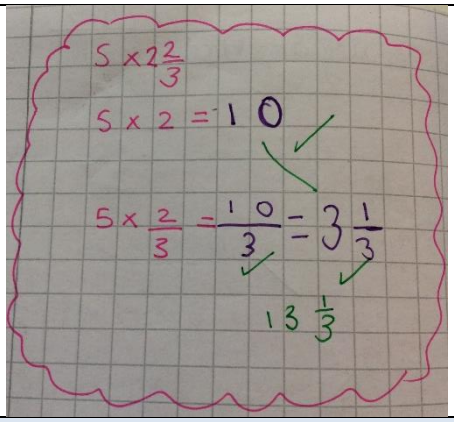



**English**

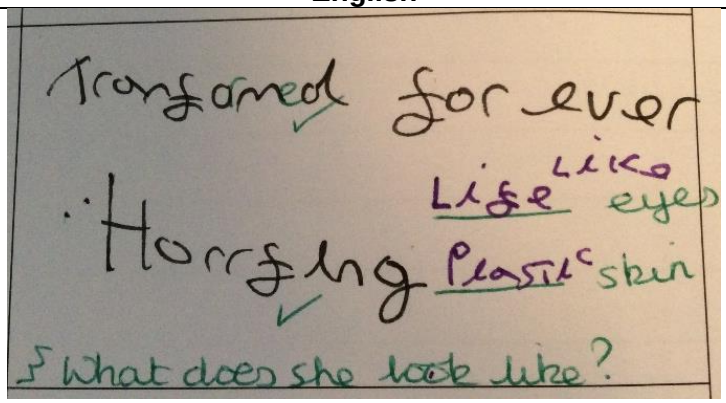


## *Scaffold*

### Maths

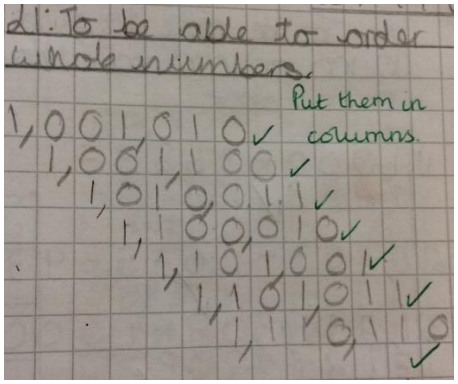


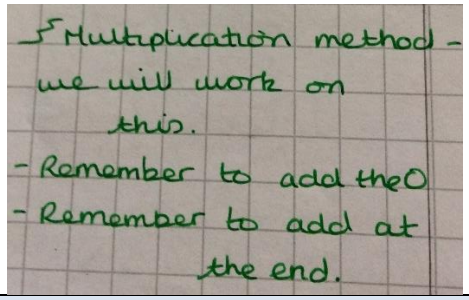

### English



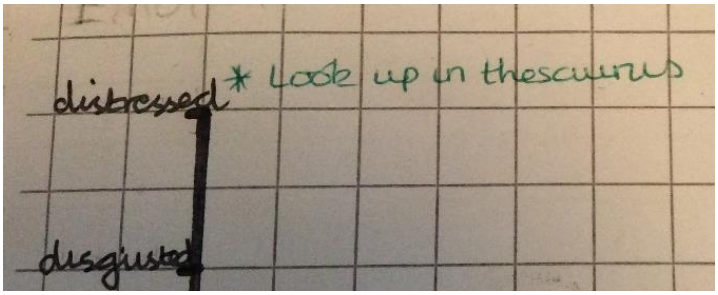

## *Support*

### Maths



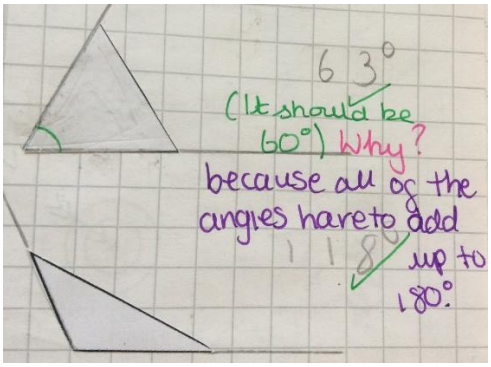




### English

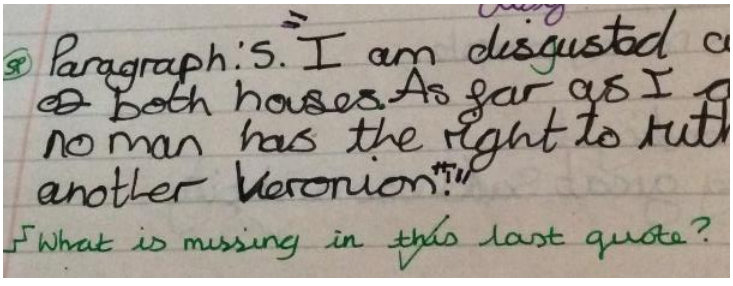


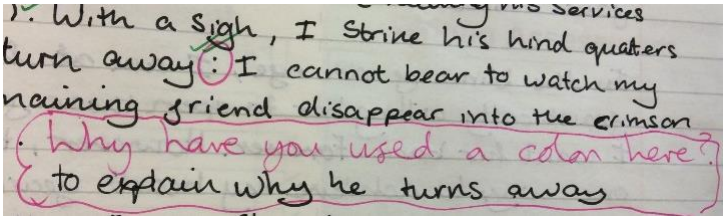

## *Question*

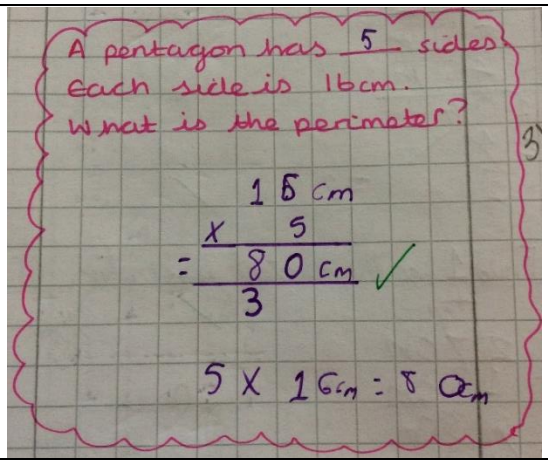
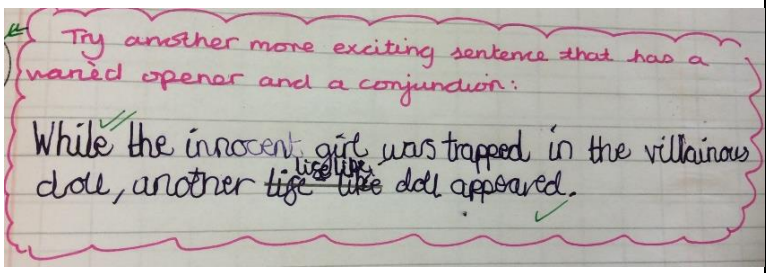
### Maths




### English



| Challenge: Think Pink | |
|---|---|
| **Maths** | **English** |
|  |  |

# Appendix 6

## Oysters Specialist Resourced Provision

In the Specialist Resourced Provision, Teachers will use the same feedback codes as the mainstream, where appropriate; however, developmental feedback will be given in a way to suit each child's individual needs. Where children from Oysters integrate into mainstream classes for lessons, marking and feedback is the responsibility of the mainstream Class Teacher. Equally, mainstream children who integrate into Oysters will have their books marked by the Oysters Group Teacher.

## General Feedback (all subjects)

- Oysters children work will not be penalised for handwriting that is not in line with Letter-join due to the widespread difficulties with communication, focus, stamina and fine motor skills which often accompany ASD diagnoses.
- Where appropriate, children will be given the opportunity to word process, rather than write.
- Where appropriate, adults will use 'verbal feedback forms' to capture the children's responses within lessons. (See below)
- Oysters and mainstream staff will be aware of those children for whom 'errorless' learning is recommended. This enables children to build on their successes, minimising errors and anxiety during learning. In these cases, ticks and reinforcers may be the only feedback given.
- Where appropriate, purple pen can be scribed by the adult alongside the child after verbal feedback has been given.
- Children will be encouraged to go back and check their work and respond to Next Step or Think Pink questions but this will be at the adult's discretion.

## Observations and Verbal Feedback

Due to communication difficulties, children with ASD may not be able to record their engagement with, or responses to, learning. Therefore, adults may take observations, recording children's verbal responses and/or reactions; this is placed in the child's exercise book, alongside the associated work or activity.

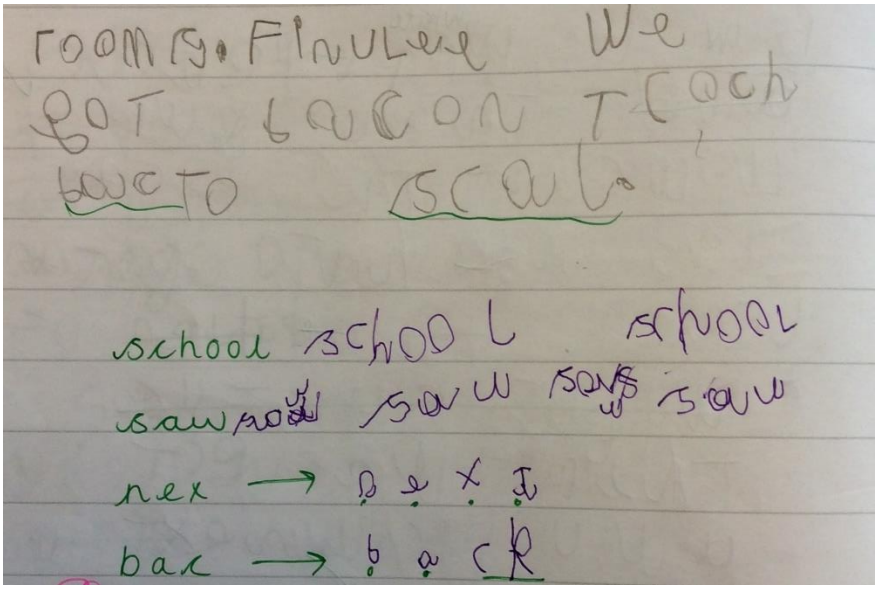
| **Observation/ Verbal Response** | Name of child: | Date: |
|---|---|---|
| Initials of observer: | Learning Context: | Social Context: |
| What is happening? What is the child saying or doing? | | |

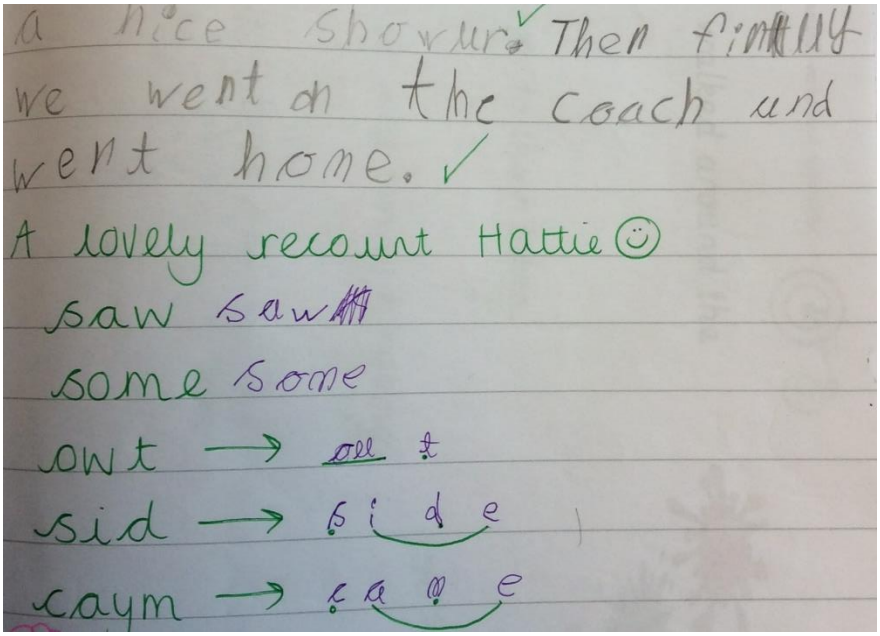
# Appendix 7

## Spellings

### Key Stage 1

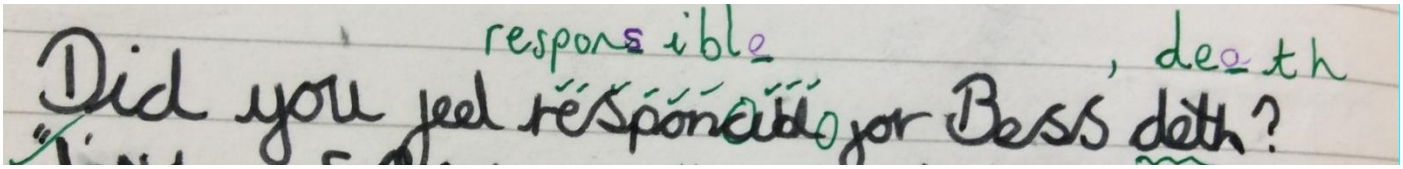
For words that are phonetically plausible with sounds the child is expected to know, rewrite the word that is misspelt and use sound buttons to scaffold the correction of the spelling. For high frequency words, teacher to rewrite the misspelled word and the child copies this.

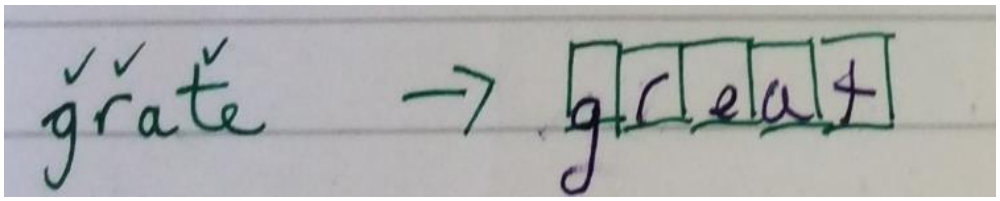


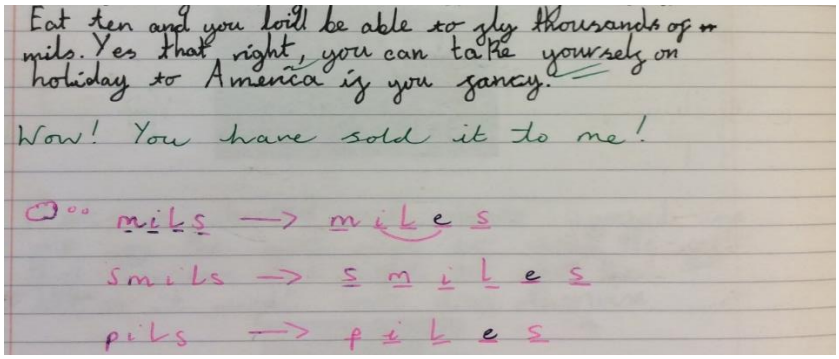

## Whole School Spelling Feedback Strategies

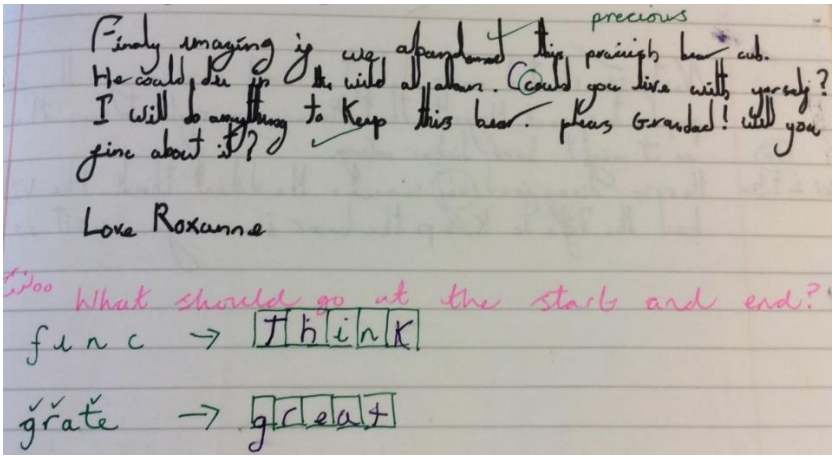
Tick all the correct letters and scaffold the response, using lines to indicate the missing letters.

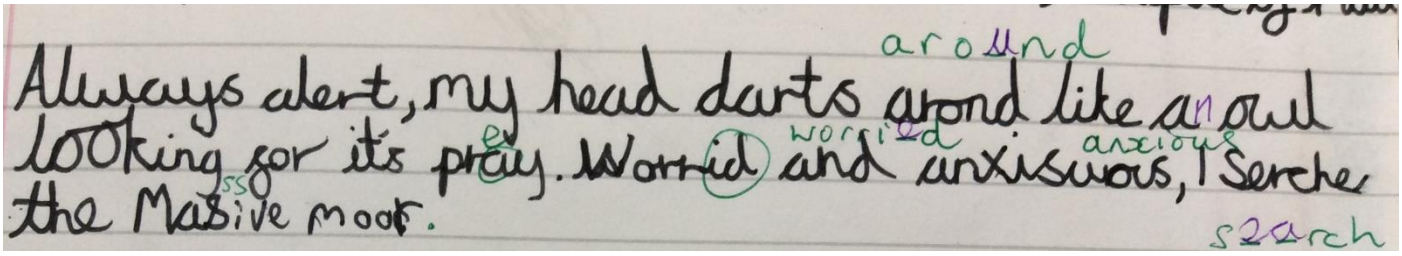
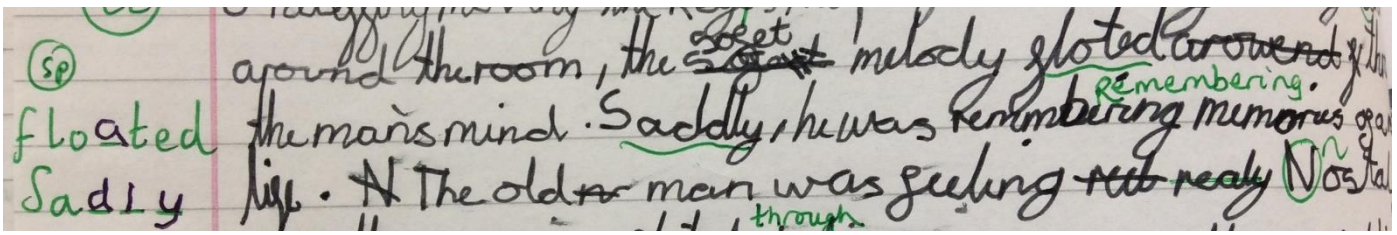





Draw lines to represent the letters in the word, as in a game of hangman. Fill in everything spelt correctly if it was in the correct order and leave blanks where there were mistakes. If there are letters missed out, they decide which ones to add; if there are unnecessary letters, the child decides which letter to leave out. Provide further examples for the children to apply the rule.




Spelling corrections can take place at the end of a piece of work, in the margin or above or below the misspelt word.