



Wildmoor Heath Feedback Policy

Date approved:
Date of Next Review:

September 2019
September 2020

Article 3

The best interests of the child must be a top priority in all things that affect children.



Article 12

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

This Policy applies to Wildmoor Heath School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the Executive Headteacher and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict, then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the Executive Headteacher should be consulted.

Aims of the policy

At Wildmoor Heath School, we are committed to high quality teaching and learning to raise standards of achievement for all children. This policy provides a summary of school expectations and common working practices when giving feedback to the children. It ensures consistency and makes explicit the best practice to which the school aspires.

In preparing this policy, school leaders have aimed to reduce onerous teacher workload created through marking by adopting a realistic and constructive approach. We seek to ensure that ALL pupils receive the most focused and immediate feedback to help improve their work and make rapid progress. Leaders have been guided by the findings of the report 'Summary and recommendations: teacher Well- being Research Report' (published 22 July 2019) and have consulted closely with other senior primary leaders in the Greenshaw Learning Trust. Leaders and governors also note the guidance in the latest Ofsted EIF (Education Inspection Framework), published May 2019 for implementation from 1st September 2019 concerning the need for a realistic and constructive approach towards protecting teacher well-being by helping to manage sensible workload. This policy will be implemented from September 2019 and that regular reviews be held with teachers to monitor their own responses and feedback to the policy.

Monitoring and Evaluation

Pupils' learning will be monitored and moderated regularly in the core areas (reading, writing and mathematics) by the senior leaders of the school. Termly pupil progress meetings are held with all teachers in the form of Pupil Progress Meetings, which include discussions around progress of groups of pupils such as PP and SEN, and prior attaining groups.

Quality assurance procedures will provide an accurate termly self-evaluation of teaching and learning through triangulated DDIs (Developmental Drop-Ins), data reviews and regular book scrutiny; along with pupil voice, learning walks, etc.

With this policy in place, teachers can:

- give instant feedback that can be responded to straight away
- quickly identify misconceptions and intervene early to maximise learning time
- closely monitor and track class progress in order to personalise future lessons to meet the needs of the pupils
- easily identify pupils who have grasped a concept quickly and need further challenge
- increase their time spent giving high quality feedback in small groups or 1:1 with pupils during Target Feedback Sessions or Pupil Conferencing
- have a clearer understanding of the needs of their class in order to fully support them.

Feedback in practice

The focus of this Feedback Policy is to ensure that pupils receive rapid, 'in the moment' feedback from their teachers to which they can respond and react immediately, allowing them opportunities to make faster progress. In this way, pupils are given support/challenge right away. This Feedback Policy is in line with Wildmoor Heath's teaching and learning philosophy whereby pupils are also expected to take on some responsibility for their own learning progress and to strive to achieve their best in every piece of work. Focused, timely feedback helps them to develop a thirst for learning and self-development.

Immediate feedback

- Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.
- Takes place in lessons with individuals or small groups
- Often given verbally to pupils for immediate action
- May involve use of a teaching assistant to provide support or further challenge
- May re-direct the focus of teaching or the task
- May include highlighting/annotations according to the marking code.

Summary feedback

- Takes place at the end of a lesson or activity
- Often involves whole groups or classes
- Provides an opportunity for evaluation of learning in the lesson

Live and Light Marking

Teachers will complete all written marking in books using green pen.

Teachers will closely record pupil progress using an Overview Sheet which monitors and tracks the following areas:

- **Work to Celebrate** – *Good examples that can be read out and shown on visualisers*
- **Basic Skill Errors** *e.g. presentation, spelling, letter and number formation*
- **Further Support Needed** – *misconception based on what is being taught*
- **Challenge** – *children who need stretching through more challenging work*
- **Next lesson planning notes** – *assess and adjust the teaching next lesson*

ENGLISH FEEDBACK

After sessions in the first week on the 10-day journey, teachers look through the children's books for misconceptions and errors in basic skills. Whilst doing this, teachers should complete an overview sheet and it may be beneficial to complete the sheet as the week progresses. This should only take 15-20 minutes for the class set of books. Books are then grouped in to 3 piles:

- 'Need Further Support',
- 'Grasped Concept' and,
- 'Showed Secure Understanding' (ready for greater depth/challenge).

The teacher should then open the subsequent lesson/week with a focused feedback session, using the findings collated on the overview sheets. In this way, teachers will have noted groups of pupils who need further support or greater challenge and can direct resources accordingly. All sheets should be filed away systematically in a feedback folder – this is important evidence.

End of unit pieces of work must be marked using the text marking below. This piece is marked against the end of year expectations. A next step/ target should be written for the next piece of writing.

Symbol/ code	What does this mean?
	Evidence that the child has achieved the objective/ used to identify evidence of ARE statements
	Highlights where a child needs to improve their work due to a misconception or error
	Underlined word in pink Signposts a spelling error (no more than 3).
	Signposts where there should be a new paragraph
	Missing word in a sentence

MATHEMATICS

Teachers look through the children's books for misconceptions and errors in basic skills daily and complete the daily overview sheets. This should only take 15-20 minutes per day for the class set of books. Books are then grouped in to 3 piles:

- 'Need Further Support',
- 'Grasped Concept' and,
- 'Showed Secure Understanding' (ready for greater depth/challenge/reasoning/problem solving)

The overview sheets should inform the target feedback session and next lesson and then be filed systematically in a feedback folder. Once again, this is important evidence.

Symbol/ code	What does this mean?
	Evidence that the child has achieved the objective
	Highlights where a child needs to improve their work due to a misconception or error

Target Feedback Sessions

Every lesson will start with a targeted feedback session, which communicates the feedback from the lesson before, using the overview sheet to guide. This is primarily focused on sharing work to praise on the visualizer with reference to the initial success criteria, giving all pupils to opportunity to up-level their work and ensure they've addressed the direct feedback they've been given. Any work they do to address misconceptions, improve/up-level or extend for challenge will be evidenced in purple pen. Within this session, teachers will have the flexibility to address pupils individually to share feedback, address smaller groups with similar next steps/challenge needed or whole class basic skills errors and move the learning forward.

Pupil Conferencing

In addition to live feedback and specific targeted feedback sessions (both of which are daily), Teachers and TAs should take every opportunity to give small group feedback as a when it is necessary.

What are you currently doing well in (subject area)?

What do you need to do to improve in (subject area)?

Pupils can then refer to their previous targets set to improve in future pupil conferencing sessions and stick with the same target if it hasn't yet been achieved or change it if they now (as well as their teacher) believe a new target needs to be set.

Self and Peer Assessment

In writing, children number the success criteria and when this evidence is found they make a note in the margin. Children should find 3 pieces of evidence for each success criteria point. Children should then recognise what is missing in their writing and should add this using a purple pen or write a next step for future pieces of writing.

In mathematics, children mark answers and edit reasoning explanations using purple pen. At the end of each lesson, children self-assess themselves against the LLT using the symbols:

(?) I don't understand yet

(+) I am almost there. I might need extra support

(✓) I can do this
