

Iver Heath Junior School Feedback Policy



Feedback general principles

At Iver Heath Junior School we recognise that quality and timely feedback is one of the most important factors in children succeeding in their learning. We strive for a culture of rapid response feedback to ensure children get the best opportunities to act upon it and succeed in their learning. This is achieved through pupil/teacher dialogue in every lesson; peer assessment; written feedback and next steps/ misconception response when appropriate.

Most feedback given to children should be live feedback (completed during the learning) rather than remote feedback (completed at the end of the learning)

Current research such as *A marked Improvement (April 2016)* and *Eliminating unnecessary workload around marking (March 2016)* make it clear that high quality feedback is essential to support children to make good progress in their learning. This feedback needs to be given as quickly as is possible and in a way that is positive, meaningful and understandable to the child receiving it. As such we expect teachers and other adults supporting children to be proactive in giving appropriate feedback during learning time as well as through traditional marking of the work after the lesson(s).

Aims and objectives of feedback

- To enhance and develop the pupil/staff relationships
- To advance learning
- To encourage, motivate, support and promote positive attitudes
- To correct misunderstandings
- To identify errors
- To recognise achievement, presentation and effort
- To show pupils that we value their work
- To allow pupils to reflect on their past performances
- To provide pupils with opportunities to assess their own work and that of others
- To inform planning
- To provide information for assessment

Expectations of feedback

- To be positive and motivational to pupils
- To be constructive
- To be given in such a way that the pupils fully understand it
- To be focused on Age Related Expectations of the year group but also being suitably targeted at the child's current abilities
- To be related to the LO (learning objectives) or other key skills
- To follow consistent practice throughout the school

Feedback comes in many forms and we use a wide range of strategies such as:

- verbal feedback
- peer feedback
- self-assessment
- written marking
- pupil/ teacher dialogue and discussion
- small group interventions
- self-editing code for writing
- LO (learning objectives)
- next step/ misconception tasks
- rewards

Expectations for how to give written feedback

- Teachers will write on children's work in red pen.
- Other support adults will write on work books in green pen.
- Children will complete self/peer marking using purple polishing pens
- Children will complete self/peer feedback in purple polishing pens

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Feedback in learning books

We aim to help our children become successful and effective communicators. This involves developing their abilities in speaking, listening and writing effectively for a purpose.

Non-recorded feedback:

- Pupil/ teacher dialogue
- Pupil support adult dialogue
- Peer to peer verbal feedback

Recorded feedback:

- Teachers must give some positive response, e.g. short written comment, stamp, sticker, house points, another class based reward etc. On the rare occasion that a child has not produced work to a standard appropriate for their ability a positive reward etc may not be appropriate so this can be indicated in a firm but supportive way. The teacher is expected to either get the child to repeat and improve the task (if appropriate) or ensure that they receive clearer guidance/ support in the next lesson to ensure the standard of work is suitable to the child's ability.
- Careless errors will be identified but not corrected. The expectation is that these errors will be reduced over time.
- Indicating conceptual errors – these will be identified and addressed by the teacher. This can be done through a written comment, question/ additional task to complete, verbal feedback or any other relevant way the teacher feels is appropriate.
- VF will be written in the margin of learning when an adult has worked with the child and provided verbal feedback.
- Guided self-editing: Editing work, particularly writing, is a skill which children need to be taught. Though the use of guided self-editing children will develop these skills as they move through Iver Heath Junior School.

So that pupils develop a keen eye for errors/ areas for improvement in their work, teachers will identify areas for pupils to proof read and edit. Teachers will use a code system to tell the pupil what errors to search for or what alterations to make. The amount of text selected for the pupil to read will be dependent on the ability/age of the pupil.

Guidance:

- Year 3 and 4 should have one or two individual sentences or one section of up to 3 joined sentences in any one piece of work.
- Year 5 and 6 should have up to 4 individual sentences or one paragraph highlighted in any one piece of work.

This guidance is designed for the majority of children and the teacher must use their professional discretion when applying it.

Code for guided self-editing:

Symbol	Meaning
[]	Proof read between these square brackets
S	Spelling in this section needs correcting
P	Punctuation is misused or missing in this section
T	Tenses are inaccurate in this section
M	There are words missing from this section which stop it making sense
G	This is grammatically inaccurate and does not make sense
V	Improve the vocabulary used in this section
O	Improve the sentence openers in this section
R	Words or phrases are repeated too often in this section

During the next lesson (or as soon as possible after this) children must be given some time to complete their editing. They will complete this using a purple polishing pen.

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We are all ACHIEVERS!

We are a COMMUNITY!

We are PROUD!

We are INCLUSIVE!

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Feedback in Guided Reading

Guided Reading children's responses will be answered independently if not working in a focus group with the Class Teacher. However, the answers will be checked as a class at the end of each session and either self/peer assessed. Teachers will monitor these responses as part of our three-pronged approach to assessing reading however individual comments will not be given to all children every day.

Feedback in maths

At Iver Heath Junior School, it is expected that teachers and support adults will identify children and/ or areas of misconception within a lesson and act immediately to address it.

Non-recorded feedback:

- Pupil/ teacher dialogue
- Pupil support adult dialogue
- Peer to peer verbal feedback

Recorded feedback:

- White Rose Hub worksheets may be self-assessed by the children by ticking correct answers etc if the task completed was a closed maths task. E.g. single answers needed for a question.
- Adults must provide feedback when the task is more open in nature, e.g. reasoning questions that require additional information to show understanding.
- Adults must review all learning completed in addition to any child feedback.
- These sheets may then be filed in folders. Individual questions and Mastery tasks may be used and stuck into the children's journal.
- Editing codes must be used to identify any incorrectly spelt key topic vocabulary.

Maths journals:

- If the task being set in the maths journal is a closed skill operation such as a reinforcement sheet of basic skills, e.g. a simplified versions of questions on the main activity or an extension sheet such as multi-step worded problem, they can be self-marked by the children in the same way as the workbooks stated above. However, the teacher must review every book and provide some positive feedback, e.g. written comment and rewards for success/effort.
- If the task being set is more open ended or an investigation style of learning the teacher (or TA if they have supported a small group) must mark the book.
- If the children have used their journals for jottings/ mental warm ups these are not expected to be marked/ commented on. However, the teacher may choose to do this if they feel it would be beneficial.

Feedback in all other subjects

Non-recorded feedback:

- Pupil/ teacher dialogue
- Pupil support adult dialogue
- Peer to peer verbal feedback

Recorded feedback:

- When Teachers mark work success should be indicated with ticks and errors with dots.
- Teachers must give some positive feedback, e.g. short written comment, stamp, sticker, house points, another class based reward etc. On the rare occasion that a child has not produced work to a standard appropriate for their ability a positive reward etc may not be appropriate so this can be indicated in a firm but supportive way. The teacher is expected to either get the child to repeat and improve the task (if appropriate)

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or ensure that they have clearer guidance/ support in the next lesson to ensure the standard of work is suitable to the child's ability.

- Careless errors will be identified but not corrected. The expectation is these errors reduce over time.
- Misconceptions must be identified and addressed in an appropriate way before the child moves on with their learning.

Next steps feedback:

When appropriate, children who are able to develop their learning independently, can be provided with next step activities such as questions, additional maths questions, another point of view, peer discussions etc.

Expectations for written feedback completion:

All learning outcomes generated and completed, where feedback is given, should have written feedback given by Monday of the following week. It is acceptable that a piece of learning may continue from one week to the next, e.g. start a piece of writing on Friday then complete/edit it on the Monday before feedback is given.