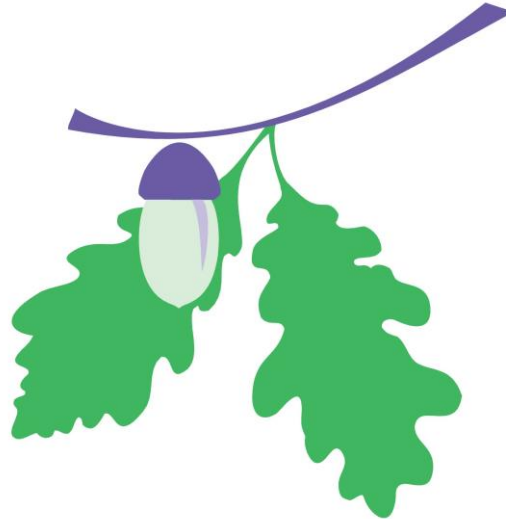


# Oak Hill First School



## Feedback Policy

Reviewed March 2018  
C&L March 2018  
To be reviewed March 2020

# **Oak Hill First School**

## **Feedback Policy**

### **Policy Statement**

At Oak Hill First School we believe in giving positive feedback to the children, looking for strengths before weaknesses and giving brief, positive, informative comments to continue to raise the standard of our pupils' achievements.

### **Aims**

Feedback should be used to inform and to set a standard for individuals or a group. It should:

- Aid teachers in their target setting for individuals and/or groups.
- Help children to identify their own achievements and goals.
- Inform parents of their child's progress in line with national expectations.
- Help pupils make progress, encourage them to strive for high achievement and build self esteem.
- Provide parents with a sense of their child's progress, the school's and teacher's values and expectations and the relationship between pupil and teacher.
- Help teachers teach effectively by providing them with an opportunity to make diagnostic assessments, provide a record of progress or targets and provide a starting point for the next steps in learning.

### **Errors**

- Errors should be viewed as part of the learning process and should be used as a source of evidence for diagnostic assessment
- Corrections are to be done if time allows, when the work is completed or during registration time here whole class teaching may be appropriate.
- Corrections are to be written at the end of a piece of work, or if appropriate alongside an error.
- The use of erasers is discouraged. Children who self correct should neatly write a small cross above the error in pencil and then re – write the word/number/operation.

### **When should marking occur?**

- Wherever feasible feedback should take place "on the spot"/ alongside the pupil.
- Work should be marked in readiness for the next lesson so the pupils have an opportunity to respond to any comments.
- Where appropriate interaction between teacher and child should be noted and any written comments should be read through with the child, especially at F/S & K.S.1.

### **Agreeing Success Criteria**

- When appropriate, the criteria for marking should be made clear to the children before they embark on a piece of work. (English independent tasks state success criteria in planning. Success criteria is verbalised and recorded at the start of each lesson).

\*BAD approach

Basic – steps for success

Advancing – reminders of success criteria

Deep – prompts and reminders

### **What should the feedback contain?**

- In all subjects the marking of work from the teacher/ teaching assistant must be linked to the learning objectives.
- The responses to pupils work should take account of the needs of the individual.
- Feedback should be selective and take as its focus the learning objective/intended learning outcome for the activity.
- Repeated errors will be retaught and become a focus for next steps.
- Whenever possible children should respond to an adult's comments in the lesson and therefore implementing the aims of "Closing the Gap" marking.
- Spelling – cross reference Spelling Policy

### **Presentation of Comments**

- The tone of any comments should be essentially positive and constructive.
- Written comments should be recorded neatly and clearly – reflecting the Oak Hill handwriting style, joined for those who can read it. The presentation of feedback should reflect the high expectations we expect of the children.
- Marking should be as unobtrusive as possible and not deface the work.
- Marking comments should be written using green ink by class teaching staff, blue by HLTAs, black ink by teaching assistants and red for supply teachers.

### **Role of Pupils**

- Pupils in KS1 & KS2 should understand and be inducted into the approaches to feedback/marking used in the school and they should be expected to take action on the basis of it. Marking codes are readily available for the children to use as they are prominently displayed in classes. These are adapted to the needs of the children in each year group.
- Children should be encouraged to self-assess some pieces of work against the success criteria.
- Children may act as markers for one another e.g. spelling / number bond / multiplication tests, and the teacher must check the marking.
- Children should be encouraged to peer-assess some pieces of work against the success criteria. This should be indicated with the initials of child who peer assessed it.
- Children from Y1 – Y4 respond to the given feedback in terms of their self-assessment. The children will use a traffic light system for this at least once a week in English and maths. Reception begin to record a traffic light on their work in the Summer term. More detailed responses from pupils are recorded using purple pens.

### **Celebrations**

- Children should be encouraged to share their work with others giving them the opportunity to celebrate their successes.
- Rewards for effort or good work should take the form of spoken or written comment, stamps or stickers, as well as use of the classroom zone board, writing wall, stickers and certificates.

### **Desired Outcomes.**

- Improvement in pupil attainment.
- An awareness, on the part of the pupils of what is expected of them.
- Pupils know how to move towards their next goal/target.
- Pupils know to what extent they have achieved the success criteria.
- Consistency in teacher marking across Key Stages and between year groups.

**Monitoring of Feedback Policy.**

- Subject Co-ordinators monitor work on a regular basis and review policy into practise as part of the on going review process.
- Phase leaders are monitoring the application of the feedback policy.
- SLT sample children's maths and MoE books on an regular basis and report appropriately.

### **Marking Code.**

A large copy of this should be displayed in all classrooms and children have table top versions in Key Stage 2 for reference.

The marking code should reflect age related expectation and therefore an adapted version will be required. Images and symbols can be used for children who cannot read or understand the marking code.

//	Need for a new line or paragraph
?	Meaning not clear
P	(and symbol) Punctuation
FS	Full stop
CL	Capital letter / wrongly used capital letter (circled)
^	Word(s) missing
T	Teacher Intervention Required (at the point of intervention)
TA	Teaching Assistant Intervention Required (at the point of intervention)
Vf	Verbal feedback given with brief annotation
Sp	Spelling
H/W	Handwriting

The feedback policy is closely linked with the Assessment, Recording and Reporting Policy. Further guidance relating to pupil self assessment and teacher assessment can be found within this.

Policy agreed by staff: October 2012

**Reviewed : October 2014**

**Revieweed Autumn 2015**

**Reviewed: March 2018**

Date to be reviewed: March 2020

### Oak Hill First School Feedback and Marking Guidance

	Comment
Marking is positive and highlights strengths.	
Marking takes into account the specific needs of the child.	
Comments are brief, concise and accessible to the child i.e. symbols and simplified language used appropriately.	
Marking is as unobtrusive as possible and does not deface the work. High standards of presentation are evident and modelled.	
Three pieces of English and maths based work per week.	
<p>The WALT is evident to the child and the reader.</p> <ul style="list-style-type: none"> <li>• Key stage 1 – initial label, summer term written by the pupil if appropriate</li> <li>• Key stage 2 –written by the child, unless significant needs have been identified</li> </ul>	
The WALT describes the learning not the activity.	
Success Criteria / Steps for Success is evident as appropriate.	
The Success Criteria is highlighted to show achievement. Next steps are highlighted in orange.	
<p>Children are encouraged to self-evaluate their work regularly. Shown through :</p> <ul style="list-style-type: none"> <li>• Annotated comments.</li> <li>• Response to feedback</li> <li>• Self-marking as appropriate</li> <li>• Traffic light system at least one piece of evidence for this for English and maths per week.</li> </ul>	
<p>There is a broad balance (diet) of activities :</p> <ul style="list-style-type: none"> <li>• Within a subject i.e genres in English.</li> <li>• Across subject areas connected to MoE.</li> <li>• Skills and application of skills i.e. calculations and problem solving.</li> </ul>	
<p>Judgement is shown in correction of spelling and punctuation errors.</p> <ul style="list-style-type: none"> <li>• Appropriate spellings are highlighted in orange and the corrections demonstrated. Children practice the word 3 times.</li> <li>• Relevant spellings are expected to be corrected i.e. subject specific vocabulary, topic words and high frequency words.</li> <li>• Repeated errors in spellings are retaught.</li> </ul>	
<p>Progress over time:</p> <ul style="list-style-type: none"> <li>• Spelling, punctuation and grammar are improving and being applied.</li> <li>• Handwriting is improving (aligned to whole school scheme).</li> </ul>	

<ul style="list-style-type: none"> <li>Misconceptions/errors are corrected in current and subsequent work.</li> </ul>	
<p>Maths :</p> <ul style="list-style-type: none"> <li>Errors marked with a dot with correction by child.</li> <li>Correct responses ticked.</li> <li>Evidence of child's method clear i.e. annotation by teacher to say which apparatus or mental method was used.</li> </ul>	
The teacher intervention is annotated with T at the point of intervention	
The teaching assistant intervention is annotated with TA, at the point of intervention	
There is a balance in each child's book of Teacher/ TA led and independent work.	
<p>Teacher or TA gives dynamic feedback:</p> <ul style="list-style-type: none"> <li>Green and orange highlighters are used as the children are working.</li> <li>The children respond immediately i.e. improvements can be seen through the work.</li> </ul>	
Comments are written under the child's work, in clear handwriting (joined as appropriate). Comments are correctly punctuated and written in full sentences. Comments are written across the page and on the line. Margins may be used to record marking codes.	
The positive comment is specific to the WALT. Learning Objective	
All positive comments, gap tasks, challenges and next steps are put into an orange bubble. These are responded to by the child by completing the task or answering the question.	
There is a clear link between the feedback and the next steps in learning.	
Consistent mistakes or misconceptions are retaught and corrected quickly.	
<p>Colour:</p> <ul style="list-style-type: none"> <li>Teachers mark in green pen.</li> <li>HLTAs mark in blue pen.</li> <li>TAs mark in black pen.</li> <li>Supply teachers mark in red pen.</li> <li>Orange highlight errors.</li> <li>Green highlight achievement against WALT. Learning Objectives</li> <li>Orange bubble around comments.</li> </ul>	
<p>Codes :</p> <ul style="list-style-type: none"> <li>See policy.</li> <li>Codes to be displayed in classes 'How our work is marked' poster with age appropriate and modified versions specific to the year group.</li> </ul>	