

Feedback Policy



Preston Grange Primary School

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Last reviewed: July 2023

Next review due: July 2024

At Preston Grange, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. Each lesson is informed and structured around the learning within and the evaluation of previous lesson(s).

Key Principles

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms.
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books (highlighters/stickers/stamps).

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching (e.g. verbal, modelling, re-grouping, scaffolding, extending).
2. Summary feedback – possible at various points in the lesson.
3. Review feedback – away from the point of teaching (teacher marking & evaluation, creation of SHINE tasks).

As a school, we place considerable emphasis on the provision of immediate feedback. When completing a 'feedback' sheet, teachers focus on what needs further teaching/support, misconception(s) and how to structure the next lesson.

At Preston Grange, this is what feedback looks like in practice:

Type	What it looks like	Evidence (for observers)
Immediate	<p>Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</p> <p>Takes place in lessons with individuals or small groups.</p> <p>Often given verbally to pupils for immediate action.</p> <p>May involve use of a teaching assistant to provide support or further challenge.</p> <p>May re-direct the focus of teaching or the task.</p> <p>May include highlighting/annotations according to the marking code.</p>	<p>Lesson observations/learning walks.</p> <p>Book scrutinies.</p> <p>Some evidence of annotations or use of marking code/highlighting.</p>
Summary	<p>Takes place at various points throughout the lesson.</p> <p>Often involves groups or the whole class.</p> <p>Provides an opportunity for evaluation of learning in the lesson.</p> <p>May take the form of self- or peer- assessment against an agreed set of success criteria.</p> <p>This could be used to inform teacher focus when completing 'Feedback' sheet.</p>	<p>Lesson observations/learning walks.</p> <p>Some evidence of self- and peer- assessment (children use smiley faces to show self and peer marking and assess in green and blue highlighters- like the teachers- against a set of success criteria).</p> <p>Feedback sheets.</p> <p>Pupil voice.</p>

Review	<p>Takes place away from the point of teaching. May involve written annotation. Provides teachers with opportunities for assessment of understanding. Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. May lead to activities being set for pupils' future attention.</p>	<p>Acknowledgement of work completed. Use of marking code/stamps and appropriate annotations, responses/action. Adaptations to teaching sequences as appropriate. Use of Feedback sheet when reviewing books.</p>
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The feedback policy has been tailored to each phase:

Foundation Stage: Nursery

Marking and Feedback in Practice

In Nursery, children will be given verbal feedback from the class teacher and teaching assistant throughout their child initiated learning. This takes the form of praise, modelling, questioning & challenge with the intent of moving the learning on. Written annotations of what the children say or do will be included on Tapestry observations and will help inform teacher assessment judgements and judgements against the characteristics of effective learning.

Foundation Stage: Reception

Marking and Feedback in Practice

Marking of children's work in Reception will predominantly take the form of written annotations. These will help to inform teacher assessment judgements and judgements against the characteristics of effective learning. This takes the form of praise, modelling, questioning & challenge with the intent of moving the learning on. Where appropriate, some stampers will be used to identify next steps and these will be explained verbally to the children.

The class teacher will use the 'Feedback' sheets for Literacy and Maths each week and will identify children for a 'Superstar Shout Out.'

Where appropriate, some use of 'purple polishing pens' will be introduced in Reception. The use of these will be preceded by verbal feedback from the class teacher.

Success Criteria

The class teacher will use the 'Green is Good' and 'Blue is Brilliant' success criteria format in the same way as Key Stage 1. Success criteria will be shared verbally and visually (where appropriate) with the children and will be on each piece of adult-led

literacy or maths work to help inform assessment. In addition, this will aid the transition into Key Stage 1.

Key Stage One

Marking and Feedback in Practice

Staff will complete a 'Feedback Overview' sheet for Maths, Literacy and Science showing, as necessary:

- Superstar shout out! – children that have worked hard, shown determination, achieved success criteria etc. Identified children will have a Superstar stamp on the corresponding piece of work in their book.
- Needs further teaching/support/ misconceptions.
- SHINE (Learning Conference/response to stamper).

In books, teachers will highlight the learning objective and success criteria achieved in green. If the learning objective hasn't been achieved, it will be highlighted in pink. Teachers will identify and highlight examples of where the success criteria have been achieved in children's work using green/blue. Work that needs further attention will be highlighted in pink. Pinks will inform SHINE tasks, where appropriate.

During peer and self-assessment children will use green highlighters to identify where 'Green is Good' objectives have been met and use blue highlighters to identify where 'Blue is Brilliant' objectives have been met. Children use smiley faces to show self (😊) marking. This skill will be introduced as appropriate to the children, with the expectation that they will be able to self-assess with increasing confidence by the end of Key Stage 1.

Immediate feedback will be used during lessons as appropriate. This will be shown in children's books using the marking code displayed in all classrooms. There is an expectation that children will address this during the lesson. Star stamps may be used in the children's books to show immediate feedback that has been given for a range of positive reasons.

In Key Stage 1, review marking may take the form of specific stamps/symbols for areas to improve, short comments or a whole class task e.g. a question to respond to. 'Purple Polishing Pens' will be used by pupils to make improvements or for other responses in their work. Where a misconception has occurred, it may be necessary to address these via a Learning Conference. An appropriate symbol will be stamped in books and a timely opportunity sought to discuss issues further with pupils.

Success Criteria

Children will have success criteria displayed on the board and in labels in books for each lesson. Criteria will be split under the headings 'Green is Good' and 'Blue is Brilliant'. Green will show the expected attainment and blue will offer a challenge for children which may provide an opportunity to demonstrate Greater Depth.

Marking codes displayed in classrooms:



The range of stampers that **could** be used in Reception and Key Stage One.

Key Stage 2

Marking and Feedback in Practice

Staff will complete a 'Feedback

Overview' sheet for Maths, Literacy and Science showing, as necessary:

- Superstar shout out! – children that have worked hard, shown determination, achieved success criteria etc. Identified children will have a Superstar stamp on the corresponding piece of work in their book.
- Needs further teaching/support/ misconceptions.
- SHINE or Learning Conference.

In books, teachers will highlight the learning objective and success criteria achieved in green. If the learning objective hasn't been achieved, it will be highlighted in pink. Teachers will identify and highlight examples of where the success criteria have been achieved in children's work using green/blue. Work that needs further attention will be highlighted in pink. Pinks will inform SHINE tasks, where appropriate.

During peer and self-assessment children will use green highlighters to identify where 'Green is Good' objectives have been met and use blue highlighters to identify where 'Blue is Brilliant' objectives have been met. Children use smiley faces to show self (😊) and peer marking (😊 😊) but this is still reviewed by the teacher. This should be used no more than once a week but may be used more frequently towards the end of an English unit as part of a big write. In English, self and peer marking could be used for basic skills and high frequency spelling words in the build up of a unit. In Maths, self and peer marking could be used for basic skills e.g. number reversal and one-digit one box.

Immediate feedback will be used during lessons as appropriate. This will be shown in the margin of children's books using the marking code (e.g. IF or GF). This is displayed in all classrooms. There is an expectation that children will address this





during the lesson. Star stamps may be used in the margin to show immediate feedback that has been given for a range of positive reasons.

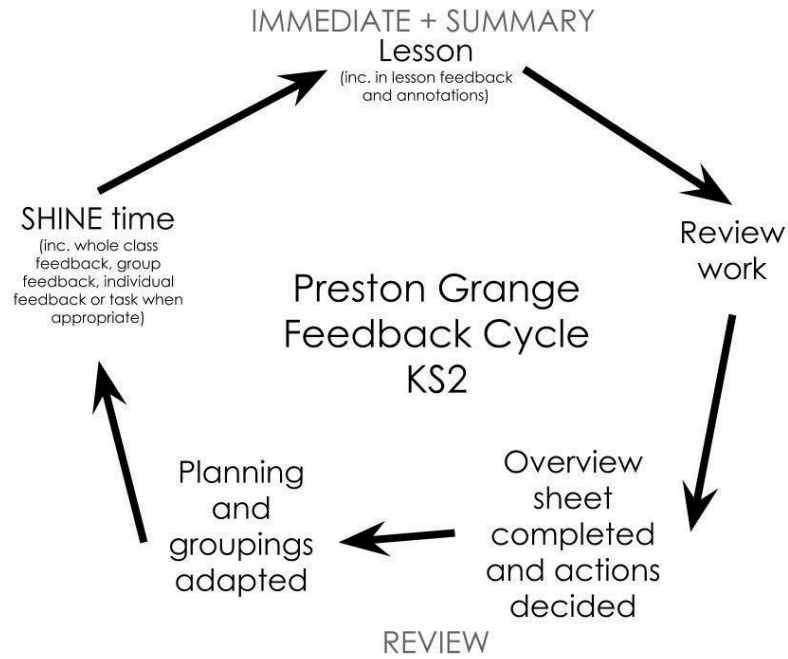
In Key Stage 2, review marking may take the form of specific areas to improve, short comments or a whole class task e.g. a question to respond to. 'Purple Polishing Pens' will be used by pupils to make improvements or for other responses in their work. Where a misconception has occurred, it may be necessary to address these via a Learning Conference. The Learning Conference symbol will be stamped in books and a timely opportunity sought to discuss issues further with pupils.

Success Criteria

Children will have success criteria displayed on the board and in labels in books for each lesson. Criteria will be split under the headings 'Green is Good' and 'Blue is Brilliant'. Green will show the expected attainment and blue will offer a challenge for children which may provide an opportunity to demonstrate Greater Depth. In Year 6, Success Criteria will not be used or stuck in books for big writes at the end of units.

Marking Code

Annotation	Meaning
	Work marked by teacher which demonstrated that a pupil has met an element of the success criteria, demonstrated a particular skill or achieved the intended outcome.
 😊 / 😊 😊	Work self or peer assessed which demonstrated a pupil has recognised and met an element of the success criteria. One smiley face drawn by pupils means self assessment and two means peer assessment.
	Work self or peer assessed or marked by teacher which demonstrates a pupil going above and beyond and achieving an additional element of the success criteria.
	Work marked by teacher which needs further attention or displays an error or misconception (e.g letter needing capitalisation; poor word choice; specific error in calculation) or an objective not achieved.
IF, GF, SW, CF	Used as appropriate for individual feedback, group feedback, supported work and class feedback.



Marking in English

Marking in English will look different across a unit compared to a big write. When marking, reviewing, and feeding back there must be a balance of 1) basics and mechanics 2) grammatical content 3) writerly approach. This will depend on the year group and each individual cohort.

SHINE Sheet Templates

Subject:		Unit:		
Date:	Date:	Date:	Date:	Date:
•	•	•	•	•
•	•	•	•	•
Needs further teaching or support/misconceptions	Needs further teaching or support/misconceptions	Needs further teaching or support/misconceptions	Needs further teaching or support/misconceptions	Needs further teaching or support/misconceptions
SHINE	SHINE	SHINE	SHINE	SHINE
Superstar Shout Out! :	Superstar Shout Out! :	Superstar Shout Out! :	Superstar Shout Out! :	Superstar Shout Out! :

Click image above for template document.