

Feedback Policy



PICKNALLS FIRST SCHOOL

Approved: Autumn 2024

Due for review: Autumn 2025

Part of the Uttoxeter Learning Trust



Picknalls First School

Pupil feedback

Updated: July 2024



Aims

- To continue to embed our method of giving feedback to pupils which is rooted in research evidence, mindful of teacher workload and, most importantly, helps pupils to maximise their progress.
- To establish a core methodology for use across the whole school which can then be adapted to meet the needs of each subject area.

Rationale

- The latest research tells us that the method of delivery of feedback is less important than the quality of feedback given.
- The EEF report "Teacher Feedback to Improve Pupil Learning" (June 2021) gives a useful summary of evidence around feedback. Our work will be based around the recommendations in this report alongside evidence of impact from schools using a similar approach to the one we intend to adopt.
- The EEF report lays out 3 principles which can be summarised as follows:
 1. Lay the foundations for effective feedback with high quality instruction, including the use of formative assessment strategies.
 2. Deliver appropriately timed feedback that focuses on moving learning forward. The timing of this feedback should be judged by the teacher, considering the task set, the individual pupil and the collective understanding of the class.
 3. Plan for how pupils will receive and use feedback. Consider pupil motivation, self-confidence and trust in the teacher alongside their capacity to receive information. Provide opportunities for pupils to act on the feedback.

Basic procedure

- Where pupils work **independently**, teacher/they will record in books with an **I** in a circle at the top of the work.
- Where pupils work with an **adult in a guided group**, this will be shown in their books with a **GT** (teachers) or a **GTA** (teaching assistants) in a circle at the top of the work.
- Where pupils have worked in groups or pairs, this will be shown in their books with a **GW** (group work) or a **PW** (paired work) in a circle at the top of their work.
- Where pupils have received verbal feedback, this will be shown in their books with a **VF** (verbal feedback) in a circle at the top of their work.
- When working with a guided group, the adult may, if appropriate, annotate work with, for example, modelling, corrections or prompts. The basic rule of thumb will be if it doesn't impact on progress, don't write it. TA's will then feed back to the teacher briefly.
- After the lesson, teachers will look at the books of pupils who have worked independently using the method below.
- Pupils will self-assess at the end of each lesson (when the teacher feels it is appropriate) with the smiley face stamp to show their teacher how they feel about their work in the lesson.
- Additional challenges within a lesson will continue to be shown using the 'Challenge Stamp'.

Assessing work after the lesson

All work to be marked in purple unless no corrections are needed, in which case the final comment can be in green.

There are 3 possible actions when assessing work after the lesson:

- Pupil has met the learning objective – smiley face next to the WALT in (green) 😊
- Pupil have almost met learning objective and there are a few minor corrections (see appendix 1 for minor corrections) – highlight minor corrections and add a smiley face in (purple) 😊
- Pupils have annotated and corrected their own work, or a partner's work. Pupils will edit work and add a smiley face in (blue) 😊 Pupils will refer to this as 'Blue for you pen'

Guidance when deciding whether something is a minor correction is as follows:

- It's an error that is otherwise correct through this work or previous pieces.
- It's a transcription error e.g. a capital in the wrong place, a reversed number or a 't' not crossed etc.
- It's an incorrect answer amongst a range of correct answers that demonstrate that a child has understood a concept e.g. a calculation error, missing unit of measure etc.
- It's an odd spelling error that should be within the child's expected spelling capability e.g. high frequency words, homophones.

A simple rule of thumb is that a child should see a minor correction and think, "Oh yes, I missed that," rather than, "Oh I didn't know that."

Feedback should be brief and shared with the child.

Reflection time given to the pupils – 5 minutes at the start of the next lesson (when the teacher feels it is appropriate). Here pupils look at comments and address any minor corrections indicated by the purple pen. If no corrections pupil to support another child on his/her table or reflect upon the objectives for the day.

Assessment for learning

All good assessment for learning (AfL) practice remains in the toolkit for staff. This includes, but is not limited to:

- Success criteria
- Teacher modelling
- Shared working
- Self-assessment
- Peer assessment

Celebrating Success

Staff will still be able to recognise fantastic work through the use of stickers, paw prints, stars/team points, raffle tickets, marbles in a jar, certificates etc. We will also continue our method of highlighting amazing work which is to be taken to a member of staff for additional recognition, such as the Key Stage Leader, Deputy Head and especially the Head Teacher. Here they will receive a special sticker.

Feedback codes

Look out for these on your work and make the corrections

Feedback Codes



WALT met



Some corrections



Blue for you

Capital Letters

A Will be corrected by class teacher with purple pen.

Punctuation

? Will be corrected by class teacher with purple pen.

Spellings

sp Written next to incorrect spellings and corrections to be made below.

Left a word out



Unclear



New paragraph



Finger spaces



Two levels...

1. A couple of basic errors and the pupil knows.
 - teacher to correct over the top.
2. Numerous mistakes
 - List the codes over the top of the work and the pupil to correct in reflection time at the start of the next lesson.

Appendix 2 – “Teacher Feedback to Improve Pupil Learning” Recommendations Poster (EEF, June 2021)

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations

