



**Braunstone Community**  
Primary School

*Be the best version of you!*

## **Feedback Policy**

2021-2022

**Headteacher:** Halil Tamgumus

Policy Date:	February 2022	Version: 1.1
Policy Review Date:	February 2024	Halil Tamgumus

# **Braunstone Community Primary School**

## **Feedback Policy**

Our policy is underpinned by the Educational Endowment Fund's (EEF) recommendations and those of the Department of Education's (DfE) educationalists who reported on "working to remove unnecessary workload for teachers" by making marking and feedback "meaningful, manageable and motivating".

EEF research shows that effective feedback should:

- Redirect or focus either the teacher's or the pupil's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be sparing so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong
- the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons (effective prior instruction).

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
- Written comments should only be used where they are accessible to students according to age and ability
- Feedback delivered closest to the point of action is most effective and as such feedback in lessons is more effective than comments provided later
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments
- Teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching within and across sequences of lessons.
- Feedback is 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 pupil's 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.

## Feedback in Practice

At Braunstone Community Primary School feedback occurs in different forms and at different stages of in the learning process.

Type	What it looks like
<b>Verbal Feedback</b>	<ul style="list-style-type: none"> <li>• Includes gathering formative assessment from teaching, including mini-whiteboards, pupil work, questioning (<i>appendix 1</i>) etc...</li> <li>• Often given to pupils for immediate action and it is specific, clear and focuses on improving the gap between performance and the desired goals (<i>appendix 2</i>)</li> <li>• Uses zonal feedback to ensure that teachers and students focus on a specific area of work rather than the entire piece</li> <li>• Provides scaffolds and models during the lesson</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• May involve the use of additional adults to support or provide further challenge</li> <li>• May include highlighting/annotation according to the marking code</li> </ul>
<b>Whole Class Feedback/ Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the beginning, during or end of a lesson or task to respond to common misconceptions or successes that have been identified.</li> <li>• Use of effective class and peer critique to support learning</li> <li>• In response to information gathered by the teacher (<i>appendix 1</i>) it may include: <ul style="list-style-type: none"> <li>• <b>Re-teaching:</b> identifying the need to re-teach common misconceptions. Use /share new examples.</li> <li>• <b>Revisiting:</b> Looking again at modelled work /or provide new ones to close the gaps between student performance and success criteria.</li> <li>• <b>Consolidating:</b> providing more time for further practise.</li> </ul> </li> </ul>
<b>Written Feedback</b>	<ul style="list-style-type: none"> <li>• Written feedback from teachers is legible, clear and specific.</li> <li>• May take place away from the point of teaching.</li> <li>• Involves written comments for pupils to read/respond to.</li> <li>• Provides teachers with opportunities for assessment of understanding.</li> <li>• Leads to adaptation of future planning, groupings, or adaptation of tasks.</li> <li>• May use zonal feedback to ensure that teachers and students focus on a specific area of work rather than the entire piece</li> <li>• All written feedback should be developmental with clear next steps in order to move the learning forward.</li> </ul>
<b>Conferencing (Face Time)</b>	<ul style="list-style-type: none"> <li>• Takes place as a discussion between adult and pupil; focussed on individual feedback</li> <li>• Takes place away from the point of teaching</li> <li>• Coaching discussion to support pupils in reflecting on and improving their own work (<i>appendix 2</i>)</li> <li>• <b>May focus on:</b> <ul style="list-style-type: none"> <li>• Depth of understanding</li> <li>• Ability to make connections</li> <li>• Providing and working on next steps</li> <li>• Reflection on progress and attainment</li> </ul> </li> </ul>

# Learning Objective Slips

## English and Wider Curriculum Subjects

Thursday 24<sup>th</sup> February 2022

G S

LO: To be able to recall and identify the language and structure of a narrative

Pupil Assessment	Steps to success:	Adult Assessment
	I can identify the 5 structural parts of a narrative (opening, build up, dilemma, resolution, ending).	
	I can identify a setting description a character description, dialogue and specific grammar as key elements within a narrative.	
	I can explain how these parts affect each other and contribute to the piece of writing	

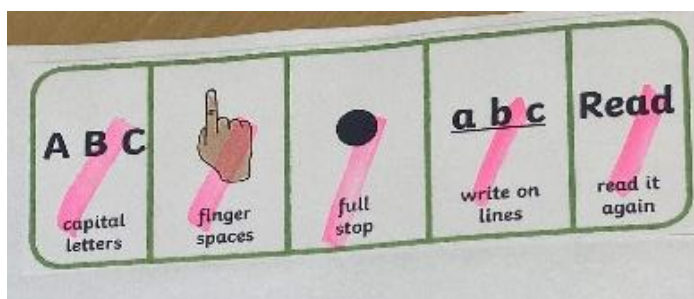
## Maths

<p>Mastery</p>	<p>24.2.22</p> <p>LO: To add two 4-digit numbers together</p> <p>Recap <span style="background-color: yellow;">New Learning</span> Consolidation</p>	G S M
Pupil Assessment	Steps to success:	Adult Assessment
	I can set out my calculations correctly in the column method	
	I can add the numbers in each column understanding when to carry values over	
	I can check the answer to my calculation to make sure it is accurate	
<p>Challenge for All</p> <p>Gold: _____</p> <p>Silver: _____</p> <p>Bronze: _____</p>	<p>Here are three ways of calculating <b>405 - 297</b></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;"> <p><b>Method 1</b></p> <math display="block">\begin{array}{r} 405 - 297 \\ +3 \quad +3 \\ \hline 408 - 300 = 108 \end{array}</math> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Method 2</b></p> <math display="block">\begin{array}{r} 3 \ 9 \ 1 \\ 405 \\ -297 \\ \hline 108 \end{array}</math> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Method 3</b></p> </div> <p><b>Rank each method as gold, silver or bronze.</b></p>	

Feedback; whether teacher to child, child to teacher or child to child; needs to be based on clear understandings about the learning objective of the task and related success criteria. Learning objectives and success criteria must therefore be right at the planning stage and during lessons.

Each learning objective will have steps to success to help to break down the learning for children which allows teachers to assess children's outcomes against the success criteria. These steps must be clear, child-friendly, succinct and limited in number. Steps to Success will be highlighted by the teacher to show which have been met (pink) and which have not (green).

In EYFS and where appropriate in KS1 pictorial success criteria will be used for writing.



The level of support given to pupils is clearly identified by using the following key:

**G – Guided group S – Supported M – Manipulatives (maths)**

If one of the letters of the key is not highlighted, the child has completed the work independently.

At the end of lessons pupils will reflect on their learning and assess how well they have achieved each step to success by ticking/colouring the appropriate face.









Teachers should use mini plenaries during lessons to gauge children's understanding and to encourage self- assessment. If children are constantly aiming to match their learning to the lesson success criteria, then effective learning will take place. Teachers will consider children's reflection when giving feedback and adapting teaching to scaffold and challenge pupils.

## Examples of feedback:

### Written Feedback

If a teacher chooses to add written comments, this will be done in joined, legible handwriting and use the conventions of standard English. Any written comments will be specific, purposeful, and clear. Feedback is carried out using **green** and **pink** pens. Purple pen or pencil in KS1 should be used for self and peer marking and response to feedback.

Written feedback on pupil's work will follow a system (below) that guides pupils to look for specific mistakes/errors in punctuation, spelling and sentence grammar; indicates specific sentences for rewriting; and highlights specific points for further development.

Symbol	Meaning
	I have achieved the skill (i.e. the Learning Objective) for today's lesson.
	I haven't yet achieved the skill for today's lesson and I still need to work on it. My teacher will show me how to improve.
	Spelling mistake
	I need to correct my spelling mistake and write it out three times using my best joined up handwriting.
	Next step – Up levelling work or deepening knowledge.
	I've missed a word out
	I should have started a new paragraph and need to enter // where I think the new paragraph is needed.
	Punctuation (focussed on a specific sentence or paragraph) I need to correct punctuation or add punctuation to part of my writing.

**Spelling mistakes** (appropriate to the child's ability) will be underlined in green and corrected by the teacher for the child to correct x3.

23.2.22

ABC  
 capital letters  
 finger spaces  
 full stop  
 write on lines  
 read it again

The three billy goats  
 gruff are on the bridge  
 and the troll is going  
 to jump up to get  
 them!

The trolls want the  
 goats now. The goat  
 is abasing.

want Now At want want

A long time ago we were blessed with this includ  
 world until we became selfish and begin to  
 litter on this wonderful environment. I'm sure you would  
 agree that we should stop littering plastic, because it  
 can end up in landfills and up oceans. Around 400,000  
 marine mammals die every year due to plastic pollution.  
 Plastic is also poison to the insect animals that eat  
 them. Hasn't this been going on for to long now? These tiny  
 sea creatures at the bottom of the sea are sensitive and  
 die because of the toxins. We need to act now just look at our  
 future or would we ever have one...

environment, environment, environment, environment  
 environment, environment, environment  
 Lo Better!

Errors will be indicated by the teacher in **green** and pupils will respond to and correct these errors (purple pens are used in KS2).

1. First get a small pot. ✓

2. After fill in large soil soil  
 the pot with soil. ✓

3. Next add seeds in the  
 pot. ✓

N N N N

One less		One more
27 ✓	28	29 ✓
33 ✓	34	35 ✓
47 ✓	47	48 ✓
22 ✓	22	23 ✓
31 ✓	31	32 ✓
20 ✓	20	21 ✓
33 ✓	33	34 ✓
46 ✓	46	47 ✓
39 ✓	39	40 ✓

potatoes £1.50 per kg  
 carrots £1.80 per kg

Jack buys  $\frac{1}{2}$  kg of potatoes and  $\frac{1}{2}$  kg of carrots.  
 How much change does he get from £5?

In 2005, the population of Birmingham was about 1 million.  
 About  $\frac{1}{5}$  of the population was over 60 years old.  
 Approximately how many over-60s lived in Birmingham in 2005?

1/5 of 1 million = 25000  
 1/5 of 60

£1 = 100p  
 £5 = 500p

Can you spot your mistake?

Any positive teacher comments will be written in pink pen and will specifically identify the area of success. Examples of meeting the success criteria are highlighted pink in the pupil's work.

Thursday 3<sup>rd</sup> February 2022

L.O. To write a retell (warm write)

Pupil Assessment	Steps to success:	Adult Assessment
☹️ ☹️ ☹️	I can say my sentences.	☹️ ☹️ ☹️
☹️ ☹️ ☹️	I can punctuate my sentence correctly.	☹️ ☹️ ☹️
☹️ ☹️ ☹️	I can use a range of adjectives, verbs and adverbs.	☹️ ☹️ ☹️

Whizz Kid: I can proof read my work to check that it makes sense.

ABC capital letter, finger spaces, full stop, abc write on lines, Read read it aloud.

At the bottom of Syd's garden through the sharp gate past the big tree was Granddad's house. One rainy day Syd was looking for Granddad but he wasn't in any of the usual places. Before he began to leave Syd he heard Granddad shouting. At that time you are said Granddad. He silently climb the wall.

You have missed one capital letter. Find it and change.

As I <sup>walked</sup> ~~walked~~ through the gate keep ~~forget~~ I was ~~scared~~ <sup>scared</sup> because I ~~saw~~ <sup>saw</sup> a slow horse next to a ~~big~~ <sup>big</sup> tree and my dinner was yummy. I walked to a ~~big~~ <sup>big</sup> factory.

You have included adjectives and prepositions - well done!

At the bottom of Syd's garden through the gate past the tree was Granddad's house. One ~~Thursday~~ <sup>Syd was</sup> looking for Granddad but he wasn't there. Then Syd was going <sup>suddenly</sup> ~~sudden~~ Granddad was shouting.

What is missing? You have used apostrophes correctly.

Any developmental teacher comments for children to act on will be written in green pen (and an example of this will be highlighted in green in the pupil's work); pupils will respond to these.

her gasp. He was, and looked extremely powerful. His footsteps were heavy, even making the candy bowl on the table clink in time. Just the sight of him caused Marion to drop her gaze, indicating that he is very intimidating. He had a lot of cologne, unlike Tall because his cologne is very faint. Tall also doesn't smoke so it would make no reason for him to have a lot of cologne on.

Evidence this further by adding quotes from the extract. She had never seen someone his size as in the text it says 'The size of him almost made her gasp.'

Challenge 5

Do you agree with Rosie? Explain. No as  $\frac{16}{4} = 4$  and  $\frac{8}{2} = 4$

Rosie says,  $\frac{16}{4}$  is greater than  $\frac{8}{2}$  because 16 is greater than 8

mer.

Explain why you don't agree with Rosie. If a fraction is equal, whatever you do to the first is the same as the second.

Double  $\frac{8}{2}$  is  $16/4$ .

was about to leave. You hear Granddad shouting. All these you are said Granddad. There's something I want you to see. He gracefully <sup>climbed</sup> up the ladder because he had sat in Granddad's dirty attic. It was full of old boxes things that he collected from around the world. Granddad pulled down

What adverb would show Syd ~~was~~ hadn't done this before? Carefully



## Appendix 1

### Classroom strategies (formative assessment) – Immediate feedback

**Questioning** is at the forefront of formative assessment. It is the key tool in responsive teaching, with evidence highlighting its role in securing strong pupil outcomes. Teachers need **feedback** from multiple pupils in order to gauge the success of their teaching. Rosenshine's research (2012) shows that effective teachers ask more questions from more students in greater depth; they check for understanding, involve all learners, explore thinking processes and misconceptions, and interrogate correct answers. This is how teachers uncover misconceptions and challenge pupils to deepen understanding.

#### **Questioning takes many forms. We promote the following strategies:**

- **Cold Call:** This is a 'no hands up', dialogic approach that keeps all pupils engaged. This makes feedback meaningful so that teaching is responsive to pupils' needs and levels of understanding.
- **Think, Pair, Share:** This allows all pupils to engage in a structured discussion that provides an opportunity to think generatively, share ideas and rehearse answers.
- **Whole-Class Response:** This allows the teacher to access responses from each and every pupil in order to get an overview of class understanding.
- **Say It Again, Better:** This allows teachers to set academic expectations for verbal responses and pupils to develop greater levels of success by adding depth, accuracy or sophistication to initial answers. It can also be used to develop grammar.
- **Probing:** By asking multiple, linked questions to a few pupils, teachers can promote deep thinking and allow pupils to make connections.
- **Process Questions:** By seeking out the 'how and 'why', teachers can develop pupils' metacognition, deepen their understanding and help them to evaluate their responses.
- **Hinge Questions:** These are key questions that allow the teacher to know whether a teaching point needs to be developed or the class is ready to move on.

## Appendix 2

### Talk frames suggestions that can be used during verbal feedback or conferencing

#### Motivational phrases to encourage children to recognise what's good about their work

- Let's take a look at what's good about this...
- I really like this idea, because...
- Ooh, that's a great way of...
- I hope you continue to use that.
- That's a brilliant idea. Any others?
- Why do you think I chose that one?
- Let's go for...
- Excellent. Now see if you can...

#### Phrases to encourage "maggie-ing" from modelling, examples and WAGOLLS

- Could you use...?
- Let's bank that one.
- You can maggie that from my example on the board.
- Jot some of these ideas down as we go along.
- Think back to \_\_\_\_ and save that.
- Make certain you jot that down somewhere to remind you to use it from now on.

#### Phrases to encourage looking more closely/ thinking/speaking further

- How else could you do this?
- What do you think would work?
- What might you do here...?
- Keep going.
- What else could we have?
- Just think about that for a moment.
- The first thought not always the best thought. Have another go.
- Push yourself. It's going to be much more powerful if...
- Now let's think about this...
- We could say/do ..... but I think we could do better than that.
- Do you think we should say ..... or ...?
- Can you say a little more about that?
- What is that most important thing that is needed here?

#### Phrases to encourage children to check and evaluate their work

- Let's just read that and see how it sounds
- Let's reread it and that may help you to do the next part
- Are you pleased with...?
- Can you spot...?
- Now what is needed...?
- Does it all fit together logically?

#### Phrases to add in extra challenges

- Now try...
- Now let's think about...
- What could we use to ...?
- How could we make this more...?
- We've got ----- what else do we need? What could follow? You tell me.
- How can we make \_\_\_\_\_ more interesting?
- See if you can get a list/diagram/table going now.

#### Keeping it pacy

- Quick! I need the next sentence/another fact/piece of information.
- You've done that – what's next?
- One minute to...