

# Hayfield Lane Primary School



## Learning Feedback Policy

October 2020

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## **1. Rationale**

Feedback is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive form of communication based on outcomes of the curriculum intention. It can be verbal, written or pictorial and could be from the teacher to pupil, teaching assistant to a pupil, pupil to teacher or pupil to pupil.

## **2. Principles**

Marking and feedback should:

- Be immediate or as soon as possible
- Be manageable for all teaching staff
- Involve all adults in the classroom
- Be seen by pupils as useful and positive
- Inform future planning/targets. Shown on annotated plans as a working document
- Be accessible and inclusive
- Relate to learning intention
- Be responded to by pupils using green pen and/or 'green flag' paper

## **3. Key characteristics of Assessment for Learning**

### ***Explicit learning outcomes***

Effective learning takes place when learners understand what they are trying to achieve and why it is important (the context of their learning). Staff should always consider the context and share it with pupils and, where appropriate, apply it to real life. It is important that pupils know and understand the curriculum intention as this gives a focus enabling pupils to review their own progress against it, using the pupil response section of the curriculum grid. Teachers can choose to share the curriculum intention in different ways so

that it does not lose its significance but this should always be recorded at the beginning of the learning as the title. The curriculum intention should focus on the learning and not the activity.

### **Questioning**

We value the importance of questioning and our key purpose is to develop and deepen learning and extend thinking. Key questions taken from Bloom's Taxonomy resources are used. Wait or think time is essential to give all children an equal opportunity to think and respond. Talk partners are used to help children rehearse or scaffold their answers to be inclusive.

Teachers use a variety of ways to involve children in the lesson and do not solely rely on hands up. E.g. lollipop sticks for random collection, Apps on Clevertouch software that select pupils at random or 'no hands-up' sessions.

### **Feedback**

Feedback is offered so that learning will improve as a result. Feedback will be constructive and sensitive. Feedback, where written, will comment on the work rather than the child, although there may be occasions when it is useful to reflect on the child's attitudes to learning during the lesson.

#### **NOTE:**

It would be appropriate to write in reference to the productivity:

*This is not your best work/usual standard.*

*It does not show how well you can do!*

*You need to write another paragraph.*

The following are a number of ways feedback is given:

#### **Verbal**

The most immediate and instructive form of feedback focuses on being constructive and informative. This is done directly or indirectly e.g. whole class/group discussion to share points for improvement during/throughout the lesson.

*For example: Teaching staff may begin the lesson with a summary of the learning in the last lesson, such as verbally recapping the previous learning, using photos, video or sharing a child's work using technology. Good practice would share a positive outcome and then will pick out something that was a general misconception from the class and address it there and then or explain that this is going to be addressed during the lesson. (see Metacognition in Teaching and Learning Policy)*

Teachers will use 'Progression in language' structures to model and develop pupils' academic language development. Pupils will be able to refer to the language structures for their own verbal responses.

### ***Self and Peer Assessment***

We recognise the value of self and peer assessment. Teaching staff will ensure that pupils begin to learn how to accurately self and peer assess. Pupils will be taught to self-assess against the curriculum statement grid at the front of topic books. This will take the form of verbally in year 1 and from the beginning of year 2 will build to written responses to self/peer assessment from the start of spring term. Pupils will respond to teacher marking using a 'green flag' approach for making significant corrections. This entails a small green slip of paper that the corrections will be made and this will then be stuck (like a flap) above the area that has been improved.

## **4. Marking**

Teachers record their responses to whole class marking as a summary and gap identification process in the teacher marking book and will cross reference by dating successes and gaps on the curriculum grid on a weekly basis.

Teaching staff will check for understanding/misconceptions alongside pupils' learning. When work is distance marked (marked without the pupils being present) teaching staff must allow time for pupils to read and respond to marking. Pupils will respond in green pen.

We recognise that it is difficult for younger pupils to read and respond so marking stamp symbols are used in Year 1, and occasionally for Year 2 pupils to communicate feedback (see Appendix 1).

All work marked by a member of staff should be marked using a PURPLE pen. Comments made should model the handwriting within the school's Handwriting Policy.

Highlighters will be used - **Yellow for Yippee** and **Pink for Think**. Yellow should be mostly used where the pupil shows evidence of the curriculum intention. There is an expectation that, where the curriculum intention has been embedded and is evident in a sequence of lessons and a variety of subjects, this will also be identified as **Yellow for Yippee**. This does not mean that every good example is highlighted yellow and every development is highlighted pink as it will devalue the effectiveness. In Foundation subjects, marking will focus on the basic skills of English and Mathematics as well as the learning focus of the Foundation subjects. E.g. refer to the skills of the Foundation subject and marking symbols, where appropriate, to draw attention to basic skills errors relevant to the expectations of the appropriate year group.

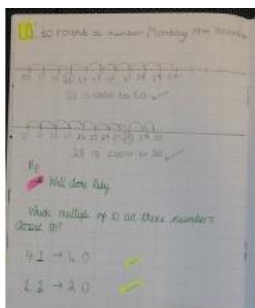
Where a pupil is absent from school, their curriculum intention will be marked in their books with a red dot so that the class teacher is able to identify learning that needs to be addressed when the pupil returns.

## Maths

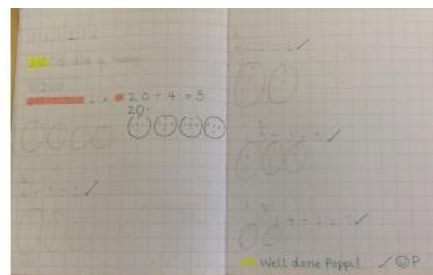
Maths should also be marked using the highlighters as above. A yellow mark for an accurate response and a pink dot for a question that needs to be revisited. Responses to marking to be in green pen.



Year 6



Year 3



Year 2

## ***LSA marking***

LSAs working with a small group will mark pupils' work using the marking policy during the plenary stage of the lesson. If LSAs are working with a larger group of pupils (e.g. 8+) then class teacher will mark. Class cover will be marked by HLTA covering the lesson. LSAs will perform in-lesson marking using Yellow for Yippee and Pink for Think for each lesson they cover with the exception of English and Maths which is to be marked by the class teacher. Pupils' work will be annotated in the top right corner with CC for 'Class Cover'. Class teachers will cross reference the curriculum intention statement with CC in each pupil book to show that the learning has been taught by an LSA. LSAs will be responsible for assessing against the curriculum intention in the teacher copy of the 'curriculum grid assessment book' for each curriculum intention that they teach.

NB. Extended Writing through topic learning is to be teacher taught and marked by the class teacher.

## **5. Rewards/Celebration**

In conjunction with following the school's Behaviour Policy, teachers can establish their own reward systems appropriate to the age of the needs of the children in their class e.g. stamps, stickers, medals, certificates etc. Good examples of learning may be presented using the visualiser to the whole class/group of pupils. Verbal feedback given will link with Hayfield Lane's Super Seven (Behaviour Policy).

## **6. Presentation**

All written work will be left aligned to the margin. Presentation expectations are in line with the school's Handwriting Policy by Martin Harvey.

### ***Procedure***

Date (Long date for written work, short date for maths)

Curriculum intention title

Begin recording

Rubbers are not permitted, as pupils must not be afraid of making mistakes. Teachers also need to be able to see mistakes to aid AfL.

The only time a rubber should be used is in the correction of a diagram or drawing. Mistakes will be identified by drawing one neat, straight line (using a ruler) through the error.

The Pic Collage App is used to record non-written work e.g. drama, active learning with the date and curriculum intention added to the Pic Collage electronically. Once the Pic Collage is in the pupil's book, it may be appropriate for them to respond to the learning but this may not always be the case.

NB. Felt tips are not permitted in books (other than in Foundation Stage).

Work will never be stapled into books.

## **7. Homework**

Homework is set in line with the school's Homework Policy. Feedback on homework is given as set out in the Homework Policy.



## 8. Agreed marking symbols.

These symbols will be displayed in all learning areas in order to inform pupils of their marking and feedback. ALL marking will be completed by staff in purple pen. Symbols may not be used on all writing as pupils must initially be given the opportunity to identify their own mistakes and correct them as part of an editing process. However, if the errors have not been addressed then teachers must direct pupils to them using the symbols.

^ Omission (add to your work)

P Punctuation error to correct (word also underlined or highlighted pink)

sp Spelling error to correct (word also wiggly underlined or highlighted pink)



Yippee Yellow



Pink for Think

S Work completed with some support from an adult

G Work has been guided

ST Marked/unmarked work by a supply teacher

VF Verbal feedback given

## 9. Addendum - Blended Learning marking and feedback






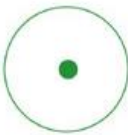




In the event that a pupil is isolating and the class bubble remains open, pupils will access learning through Oak National (see Blended Learning Policy). Work that is submitted via SeeSaw will be responded to on a daily basis and a feedback call will be made to the pupil at the end of the week should they still be isolating. In cases where pupils show that they require further support, contact will be made promptly to support learning.

In the event that a bubble is closed, learning will be provided in line with the Blended Learning Policy and marking will be responded to in the format **met/not met** against the curriculum intention. Where the learning is not met, response to how the pupil can achieve the curriculum intention will be given.

Pupils who are isolating outside of bubble closures will have their curriculum intention marked in their books with a red dot so that the class teacher is able to identify learning that needs to be addressed when the pupil returns.

Curriculum intentions in pupil books and the 'curriculum grid assessment book' will be marked as 'HL' where learning has taken place in bubble closure circumstances.

## Appendix 1 - Marking symbols

	Great ideas
	Capital letters
	Upper and lower case letters used correctly
	Write on the line
	Pupil has attempted to record their ideas in written form
	Full stops
	Spelling mistake
	Finger spaces
	Listen for sounds
	Write from the margin