



The  
**Coombes**  
CE Primary School

# Feedback Policy



Date: October 2019  
Review: Summer 2020

*A love of learning grows here*

## Vision

*A farmer went out to sow his seed. Mark 4: 3-8*

The Coombes vision is about growing. Here we grow to:

Love learning  
Be the best we can  
Respect and care for each other  
Serve our community  
Look after our environment

This School has a Christian foundation and our vision and values are based on this. We seek to achieve academic excellence and provide the good conditions described by Jesus Christ in the parable of the sower where each child can grow and thrive. We aim to see each child grow in character, confidence and understanding, grow in appreciation of who they are and acquire the skills needed to succeed in a changing world.

Impact of Vision on Feedback Policy		
Vision	On Children	On Staff
Love learning	Accurately direct 'next steps' to encourage progress and achievement. Early identification of misconceptions to reduce frustration.	Majority of time to be spent on planning interesting and challenging lessons. Lengthy 'marking sessions' to be avoided
Be the best we can	Provide challenge and correction, celebrating mistakes. Perseverance encouraged. Only accept the highest quality work	Work the room providing feedback verbally and instantly. Hyper vigilance for misconceptions and requirement for further challenge
Respect and care for each other	Praise and encourage success and mistakes with compassion	Wellbeing of staff to be prioritised by reducing work load

*A love of learning grows here*

## **Introduction**

The Education Endowment Foundation's analysis of the impact of providing feedback clearly shows the impact that high quality feedback has on the progress made by children. "Providing feedback to pupils through verbal and written feedback is integral to effective teaching. Equally, gathering feedback on how well pupils have learned something, is important in enabling teachers to clear up any misunderstanding and provide the right level of challenge in future lessons."

### Feedback

High impact for very low cost, based on moderate evidence.



At The Coombes the effectiveness of feedback will be judged by the progress made by the children rather than the quantity of written feedback.

## **Feedback**

### **a) The purpose of providing feedback**

As a staff we recognise the importance of providing feedback to children about their learning. Feedback allows us to:

- gauge children's level of understanding;
- ensure subsequent lessons can be planned in relation to the children's actual needs;
- give recognition and praise for children's achievement;
- focus on success and improvement needs against learning objectives and targets;
- encourage children to become reflective learners through verbal and written feedback;
- encourage greater effort;
- indicate to the children what they need to do to improve and provide clear strategies for improvement
- maintain standards of presentation and value of learning

We may provide feedback for different pieces of work in different ways, depending on:

- the purpose of the work / learning objective;
- the subject;
- the age of the children;
- the ability of the children.

Nevertheless, some common practices and principles will apply across the school and these follow in the next section.

## **b) Types of Feedback**

The school makes use of three forms of feedback.

### Verbal Feedback

The Coombes school recognises the importance of children receiving regular verbal feedback. The adult will talk to the children about how they have met the learning objective and then question the children about a specific part of the work. This may be to correct children's understanding or to extend the children's learning. Children of all ages need verbal feedback but this is particularly important in cases where children may be unable to read a written comment. However, every piece of work should be acknowledged by the teacher. Children's work in the Foundation Stage, whether part of Adult Directed activities or Child Initiated play will be acknowledged and verbal feedback will be given by an adult. Children are involved in reflective dialogue and discussion when teachers give advice about how to improve and suggest strategies which provide support for further progress.

### Written Feedback

Every piece of work must be acknowledged by the teacher within a week of completing the work, using the school's feedback symbols (Appendix A) – these are attached to this policy and are also displayed in every class.

- Summative feedback

This feedback usually consists mainly of ticks and is associated with closed tasks or exercises where the answer is right or wrong. This feedback can also be employed by the children, as a class or group, with the work flagged as PE ('peer evaluation' - see feedback symbols).

- Formative feedback

Not all pieces of work will have detailed written feedback. Therefore, teachers exercise their professional judgement as to when and where it is best used and decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning objective.

### Closing the Gap

This is used when children have completed a substantial piece of work and feedback has to be provided away from the children. Teachers focus on both successes against the learning objective and improvement needs.

When writing Closing the Gap feedback, teachers:

1. Read the entire piece of work.
2. Double tick work where the children have met the learning objective, excelled at a skill, or met set targets.
3. Provide a focused next steps comment which should help the children to 'close the gap' between what they have achieved and what they could have achieved

The type of prompt chosen will be differentiated to suit the ability of the children. This method of feedback is suitable for writing across a range of subjects as well as Literacy.

Useful closing the gap comments are:

- An **example** prompt (e.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit. The dog couldn't believe his eyes.')
- A **scaffolded** prompt (e.g. 'What was the monster doing?', 'The monster was so angry that he...');
- A **reminder** prompt (e.g. 'What else could you say about the prince's clothes?')

### Children's response

It is our duty to provide children with information about the progress they are making (assessment) and guide their subsequent efforts (learning). In order for the feedback to be formative, the information must be used and acted on by the children so that they are being stretched and challenged. Therefore, when feedback has been provided to Close the Gap, time is planned in a future lesson for children to read and write a focused response (in 'reflective' red pen) based on the Next Steps comment. There are many suitable times in the day when children can do this e.g. when they first arrive in the morning; during registration; straight after lunch; during DIRT time etc.

Teachers should model this process to the children at the beginning of each year so that they are clear what the different symbols and markings on their books mean and what is expected of them when they respond.

### Children evaluate their own learning

At the end of lessons, children are asked to mark against the layered success criteria whether they feel they have met the learning objective or not using a tick or a dot (see appendix 1). It is expected that pupils mark their layered success criteria in 'reflective' red pen as this exercise is part of the formative process in which children evaluate their own learning.

Teachers also sometimes provide specific or generic learning intention check lists e.g. marking ladders for children to tick either as their work or when they have completed a piece of work.

### Handwriting, spelling, punctuation, grammar

It is not appropriate to make extensive written comments about handwriting, spelling, punctuation and grammar if these issues were not part of the original learning objective. **This does not mean that these areas are not important or that as a school we do nothing about them. They are, however, addressed in other ways – see Appendix: Feedback Symbols.**

### Colour and style of written feedback

- Green pens should be used for feedback that contrast to the children's work. Children evaluate their own work in 'reflective' red pens.
- Written comments should be in the school's handwriting style.
- Ticks should be neat / discreet. A dot should be used underneath a mistake or wrong answer. Crosses should not be used – if an entire page of calculations is wrong, a comment can tell the children this, rather than indicating each error.
- If a comment needs to be particularly negative this is best said directly to the children, rather than committing to paper something that others may read out of context.
- In Nursery and Reception, the teachers focus on giving verbal feedback to the children but may write a comment with the children. Staff also write comments on the back of work or on post-it-note as part of the process of gathering information for Parents and for the Foundation Stage Profile.

### Self-evaluation and Peer feedback

Older children are encouraged to self-evaluate by identifying their own successes based on agreed Success Criteria and setting targets for improvement where appropriate. If children evaluate either their own work or that of others they must be reminded to use pencils only and do so neatly, again using small, discrete ticks, and no crosses.





**All work, including that peer or self-evaluation must be acknowledged by the teacher.**

### **Review**

This policy will be monitored by the Leadership Team. SLT will monitor books and talk to children about their learning. This policy will be reviewed annually by the Assessment Leader. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body Committee.

Date of this policy	October 2019
Date for review	Summer 2020

## Feedback Symbols

Symbols	Meaning	In response, children ...
	Good words / phrases / L.O. well met <u>Single tick for completing outcome on success criteria</u>	
•	Wrong answer <u>Incomplete/unmet outcome of success criteria</u>	<i>Insert correct number / information next to mistake</i>
sp	A word is spelt incorrectly.	<i>Put the correct spelling in the margin</i>
P	Punctuation needs altering	<i>Correct or insert the missing punctuation where indicated</i>
	Missing capital letter	<i>Check for the correct use of capital letters and correct</i>
//	New paragraph needed	
	Check this sentence / grammar / passage – something does not make sense	<i>Re-write the sentence or passage at the end of the piece</i>
VF	A verbal response has been given by the teacher in relation to paper based work	
PE	Peer Evaluation- My partner has checked my work	
SE	Self-Evaluation – I have checked my work	
	Action point. An instruction the teacher would like the pupil to do next.	<i>Pupil to complete the action at the next opportunity.</i>
NS:	Next step. A reminder for the child to do something next lesson/unit.	