

Woodnewton- a learning community

Feedback Policy



Approved by: Governance

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Woodnewton- a learning community Feedback Policy









Woodnewton- a learning community is committed to providing relevant and timely feedback – this feedback can be verbal (live feedback) or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (peer tutoring). The purpose of this policy is to ensure there is a consistent approach to marking and feedback across the school and to ensure the involvement of pupils in extending their own learning.







Aims

-  To provide effective feedback in relation to the pupil's performance relative to learning goals or outcomes resulting in an improvement in their learning.
-  To create ongoing conversation between pupil and adult which will accelerate progress.
-  The feedback will redirect or refocus the pupil's actions to achieve a goal, by aligning effort and activity with an outcome.
-  To show we value the pupils' work, motivating them to produce high-quality work.
-  To raise pupils' self-esteem through praise for what they do well and encourage them to raise their aspirations.
-  To gauge the pupils' understanding and identify any misconceptions.
-  To demonstrate what the pupils' strengths are and how they can improve their work in the future through timely and high-quality feedback.
-  To create an ethos where mistakes are acceptable if learning allows pupils to remedy them.
-  To embed opportunities for the pupil to learn how to assess their own work critically to create independence in learning and responsibility for their own improvements.
-  To embed opportunities for pupils to assess each other's work identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism.
-  To create challenging but achievable targets for improvement.
-  To provide a basis for summative and formative assessment.
-  To provide a basis for lesson planning.
-  To establish a consistent approach to marking against specific learning criteria so that pupils understand how their work is marked.

Principles of Feedback

Feedback should:

-  Be manageable, for staff and pupils, meaningful and motivational.
-  Be at the pupil's level of comprehension.
-  For the majority of the time, be live through verbal feedback and live marking.
-  Be given promptly and regularly.
-  Give recognition to effort and achievement, noting improvements made.
-  Be a process which should directly engage the pupil, either orally or through written response.
-  Give clear strategies for improvement, focussing on one or two areas at a time which link into the learning outcomes or learning targets for the pupil (which may be cross curricular).
-  Promote pupils' self-assessment, linking marking and feedback into the wider process of engaging the pupil in their own learning.

-  Provide information to teachers on the success of the teaching, and inform planning both within the lesson and within subsequent lessons.
-  Provide information to the teacher regarding pupil progress.
-  Be given by any adult with whom the pupil is working.
-  Be given by a peer as part of the learning process.
-  Positively affect the pupil's progress and learning outcomes.
-  Pupils are encouraged and have time to respond to feedback.

The Feedback Process at Woodnewton

- Before a piece of work is undertaken, pupils should be clear about what is going to be assessed. There should be a clear learning outcome shared with the pupils (written or printed at the beginning of each lesson).
- Steps to success should be made clear to the pupil, which enables the adults and pupils to feedback effectively against the steps to success.
- Teachers are engaged in on-going assessment throughout lessons and will intervene whenever pupils need support or redirection, either as individuals or as a group.
- Feedback is designed to bring about an improvement in the learner's performance and achievement. Overall, it must provide the learner with specific advice on how to improve their performance.
- The most important thing to consider is the **impact** of the feedback. The feedback needs to ensure that it has caused thinking to take place. Regardless of how the feedback is given, what matters is the **content** of the feedback and the **timing**. The more immediate the feedback, the better. **Live feedback and marking** lends itself to this and at Woodnewton we encourage this to be the main form of feedback.
- Staff mark in **pink** pen. A pupil will know that the learning outcome has been achieved by seeing a dash using a **green** highlighter next to the learning outcome. If the learning outcome has not been met then a **pink** dash is to be used. If the learning outcome has been partially met then it is **orange** and if it has been exceeded, then it is **purple**.
- Pupils will know a specific target that they are working on for Reading, Writing and Maths, which is age appropriate and specific to what they need next in their learning. For example in writing, a child in Year 4 who is working at the Year 4 level would not be given 'capital letters and full stops', however this could be a whole class target if needed, or the pupil could be reminded of this verbally within lessons.

The main types of feedback used at Woodnewton

Live Feedback

Direct discussion with the pupil about the work being completed is part of our Teaching and Learning culture within classrooms which takes place during the lesson. For example, in Maths books, if you spot a misconception, a correct example could be modelled. It is understood that live feedback happens regularly throughout every lesson. Live feedback also minimises workload for teachers outside of the lesson. The teacher would provide this type of feedback alongside the pupil. This also includes whole class or group marking by the children.

- Pupils will need to be made aware that when live feedback is given, the work they have produced will be given annotations completed by the teacher with discussion, in order to help them improve further.
- A **green** highlighter can be used to show where a pupil has produced good work that is helping them achieve their learning outcome or meet the steps to success.
- In all lessons highlight an incorrect single answer/word in **pink** or use a **pink** highlighter to show mistakes/misconceptions. The pink colour signals pupils to think again and directs pupils to improve/reflect on their work. For example, to complete a correction/ re-write with correct punctuation/ check spelling. Pupils should always respond to feedback using **purple** pen.
- If the learning outcome has been achieved, a dash is to be made using a **green** highlighter next to the learning outcome and a Do Jo point can be awarded. If the learning outcome has not been met then a **pink** dash is to be used. If the learning outcome has been partially met then it is **orange** and if it has been exceeded, then it is **purple**.
- In any subject, a challenge/extension can be given where the pupil has fully met the learning outcome (where appropriate). These need to encourage pupils to use and apply the skills they have been learning rather than to just ask them to do more of the same e.g. with bigger numbers. If a pupil has not met the learning outcome, a target should be given using a **pink dash** followed by a short comment. For example, number formation/ finger spaces/ handwriting.
- If a pupil has achieved a personal target then acknowledge this using a **green** highlighter dash and a short comment in identifying what they have achieved. E.g. number formation/ finger spaces / paragraphs/ handwriting/specific punctuation.

Cognitive Feedback

Cognitive feedback is feedback provided through prompts, cues and questions that helps pupils reflect on their learning process. This feedback also forms part of the verbal and live feedback process. As pupils progress from Early Years to Year 6, feedback given will aim to develop these key skills; metacognitive strategies, promoting self-regulated learners and developing a culture of self-efficacy.

Peer and Self- Assessment

Peer and self- assessment is to be used at the end of a task/lesson (when appropriate).

- Pupils need to be trained on how to assess work against the learning outcome/steps to success.
- Where necessary, children will indicate if they have undertaken self-assessment by writing the code **SA** on the correct page in their books, and peer assessment by writing the code **PA** on the correct page in their books.

In Depth Feedback/Independent writing

In depth feedback is the only type of feedback that needs to be completed outside of the learning experience/lesson.

In Writing, after an independent write, the teacher grades the assessed piece of writing and gives the pupil one or two new targets that are specific to their age/next steps needed.

Editing/modelling in writing with whole class/flexible groupings and/or individual pupils, are all a part of our writing lessons.

The checking of children's work for misconceptions:

All learning should be checked by the adult who is teaching the class, ensuring that there are no misconceptions and addressing these if there are.








All cover supervisors are expected to check and mark learning.

Pupil Absence

If a pupil is absent, the date and absent should be written in the book.

Marking and feedback - The Woodnewton Way

- ✓ Teachers on-going assessment happens throughout the lessons to identify all children needing support and / or challenge opportunities.
- ✓ Live feedback and marking is a key part of our approach to our feedback policy.
- ✓ Children will know their targets and work towards these throughout their lessons.

	Teachers write in pink. This includes for modelling and questioning.
	Children write in blue pen or pencil.
	Children respond to marking in purple pen.
"I know..."	The L.O. is shared with children.
<u>"I know..."</u>	The L.O. is underlined using a ruler.
	A highlighter dash is used against the L.O.
	Exceeded expectations.
	Achieved expectations.
	Partially achieved expectations.
	Pink for think.
P	Child needs to correct / add specific punctuation.
S	Child needs to correct a spelling (no more than 3).
A 06/09/25	A and date written if a child is absent.

