



PENPOL SCHOOL

Feedback For Learning Policy

Reviewed and Updated: Sept 2023
Next Review: Sept 2024

Introduction

Providing effective feedback to children on their learning is one of the key factors that accelerates progress. This can only be achieved by creating an ethos and environment in which children can enjoy, reflect, improve and grow in confidence. Effective feedback personalises challenge, providing timely and accurate targets in response to each child's unique learning needs.

The Education Endowment Foundation (EEF) found that effective feedback should:

- be specific, accurate and clear
- encourage and support further effort
- provide specific guidance on how to improve

Aims

Feedback for learning aims to:

- promote and maintain high expectations
- inform teachers' planning, target setting and information for parents
- provide children with the necessary challenge to make improvements
- provide valuable positive reinforcement
- reward children for their involvement in the learning process
- develop children as confident, reflective learners

Oral Feedback

The language of the classroom, especially the incidental talk that takes place whilst children are learning, gives strong messages to children about their achievement. At Penpol, we talk to children about their 'learning' not their 'work'. We use terms like 'challenge' rather than 'hard' and 'confidence' rather than 'ability' in order to develop a growth mindset in each child. We explain to the child that if an activity was a challenge, new learning has been taking place. We ensure that the learning environment is positive, calm and fun, encouraging children to speak freely about their learning and to celebrate their mistakes.

In oral feedback, we provide children with praise, encouragement and, crucially, further challenge.

Written Feedback (Marking)

Whole class marking takes place for each piece of English and Maths learning. A recording sheet is used and kept in a file organised by subject and clearly dated. Whole class marking evaluates children's learning at the point of action and, therefore, is extremely proactive in giving teachers and supporting staff immediate feedback upon gaps in children's understanding.

See Appendix 1 – Example of whole class marking pro forma for English

See Appendix 2 – Example of whole class marking for Maths

Whole class marking follows the structure below:

- When a class mark has taken place, each child's book is stamped.
- Great examples of children's learning are shown at the beginning of the next lesson.
- Children identified as requiring further support are provided with this during the next day by the teacher or a teaching assistant. This work is marked with I (in green pen).
- Next day teaching is adjusted due to common misconceptions identified during the class mark.
- Words that have been misspelt by children consistently through the piece of work are taught during the next session.
- 'In depth' marking is used when appropriate during a teaching sequence to give individual children specific feedback.
- Written responses and/or in depth marking will also take place during the lesson to support children's individual progress.

Whole class marking for science and foundation subjects is used to identify those working at those requiring further challenge and those not yet meeting the learning objective. This process supports onward planning and is retained for use by subsequent teachers. *This approach is in development, focusing upon Science, PE and History initially from September 2022.*

Early Years and Foundation Stage

In the Early Years Foundation Stage, assessment takes place during every session. Teachers and support staff use the Tapestry online portfolio system to celebrate children's progress against each area of learning. Parents are invited to log in to Tapestry themselves to share in this learning journey.

Feedback to children is predominantly verbal as this is found to have the greatest impact. Adults carry out observations throughout each day which allow learning activities to be tailored to ensure maximum progress. Groupings are adapted daily to move children on and provide support where needed.

Later in the academic year, when the children are ready, teachers begin to make use of the whole school approach to written feedback.

Pupil Responses to Feedback

Children in Years 1 to 6 respond to feedback in purple pen.

In the Early Years Foundation Stage, children respond to feedback immediately using pencil.

Supply Teachers

Supply teachers are informed about the marking policy and complete marking in keeping with whole-school expectations.

Peer and Self-Assessment

Peer and self-assessment are not a replacement for teacher marking and feedback. They are important additional forms of assessment which engage children in becoming self-critical and independent learners. Where appropriate, children use colour-coded systems to demonstrate how confident they are feeling with a certain concept. Success criteria is regularly used for children to peer/self-assess against.

Monitoring


Members of the Leadership Team, as well as Subject Leaders, carry out a termly book review to ensure the policy is effectively being implemented. They also take in to account observations of feedback on learning and planning for feedback on learning from other monitoring exercises. Monitoring outcomes are shared and monitored by the Governing Body through termly Headteacher reports.







Moderation

Teachers regularly moderate assessment judgements with colleagues in Penpol and, on a termly basis, with colleagues from networked schools in the local area.

Marking Codes

Alongside the above, teachers use marking codes to support children's onward editing and to signal the nature of recording used, using consistent abbreviations across each phase, as below. Teachers avoid over-correcting children's learning, focusing upon marking which supports development only.

Phase	Code (usually in margin)	Meaning
Reception	S	Supported
	I	Independent
	VF	Verbal feedback
	Now	to show a next step, usually used when modelling letter formation or finger spaces, the children will action the now immediately
Key Stage 1 (Symbols Used in Success Criteria)	I	Intervention Provided
	VF	Verbal Feedback
	S	Support Provided
	T (And Circle Around Symbol)	Target
		Finger Spaces

		Listen to the Sounds
		Capital Letters
		Full Stops
		Broader Punctuation
		Conjunctions
		Editing
Lower Key Stage 2	Sp	Check Spelling
	Aa	Check Capitals
	P?	Check Punctuation
	//	New Paragraph
	[]	Review Sentence Structure
	VF	Verbal Feedback
Upper Key Stage 2	Sp	Check Spelling
	· -	Check Grammar/ Punctuation
	//	New Paragraph
	_____	Review Sentence Structure
	VF	Verbal Feedback

Appendix 1 – Whole Class marking pro forma for English

Whole Class Feedback Sheet
English

Date: 4/10

Learning Objective: Lo: To introduce setting using description

Learning to share and celebrate		Needs further support
<p>[redacted] LW Grace AP Rhamat Korison Jake</p>		<p>[redacted] simile - mirrors ✓ - spacing ✓ - repetition + not enough ✓ - setting ✓ nat., build on ideas ✓ contradiction ✓</p> <p>Children working towards different LO owen - creating story with ipad.</p>
Spelling		
<p>CR - help w/ dictionary</p>		
Presentation	Vocabulary	Pupil Premium
<p>encourage Joining. [redacted] handwriting</p>	<p>Verdant Kempteshaw incessant Visionless gallant</p>	<p>[redacted] ✓ ✓ WS S.</p>
Misconceptions / Basis Skill Errors / Next Lesson Notes		
<p>• cohesion with shadowy figure ✓ CR - date & objective • punctuate sentences (editing) on or in handstand health [redacted] for clauses.</p>		

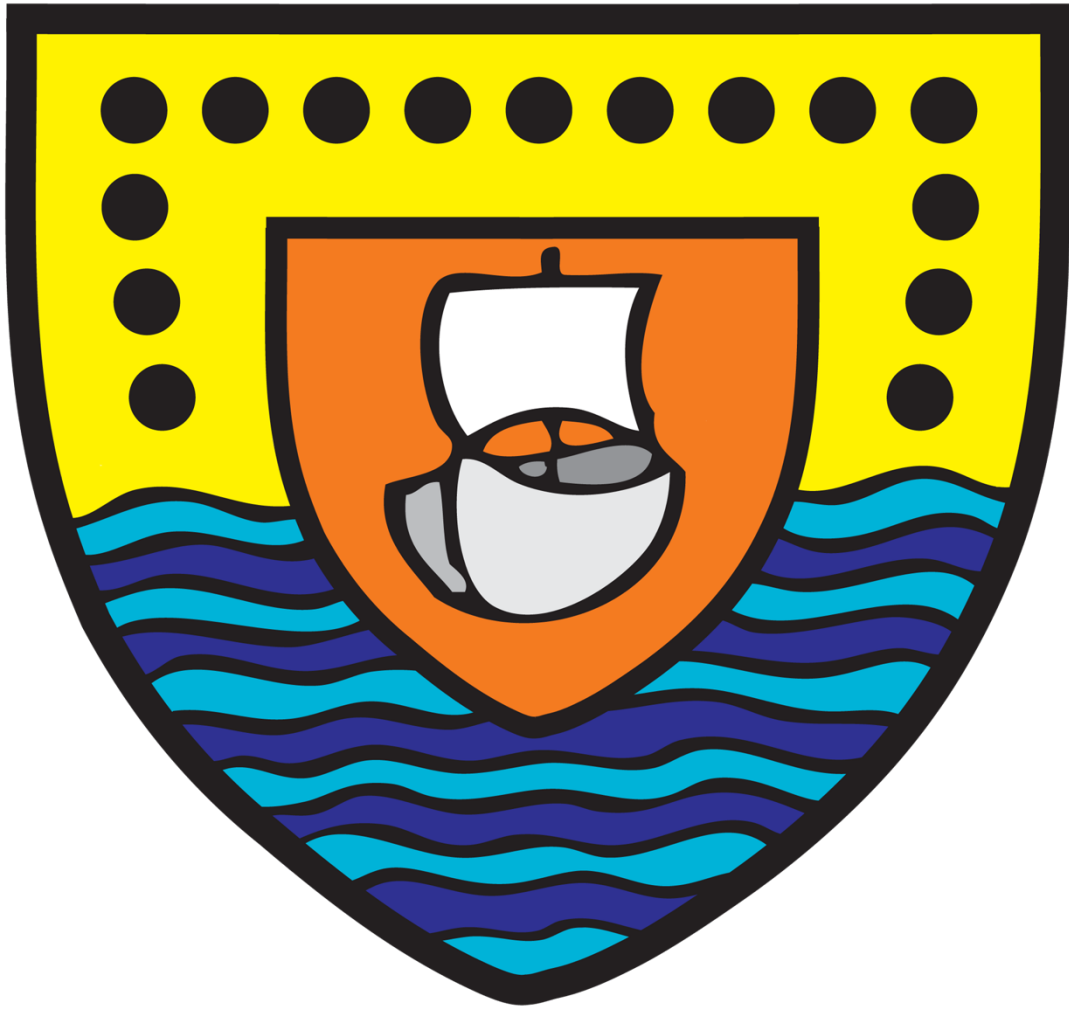
Whole Class Feedback Sheet
Maths

Date: 13/1/20

Learning Objective: Use informal written methods

Learning to share and celebrate		Needs further support
<ul style="list-style-type: none"> - Reasoning Reasoning Reasoning 		<ul style="list-style-type: none"> - Basic multiplication - Calculation errors marked correct - Support with task <p>L.O</p> <p>Children working towards different LO</p>
High Challenge- greater depth		
<ul style="list-style-type: none"> Reasoning x - Reasoning x Reasoning x Reasoning x 		
Presentation	Vocabulary	Pupil Premium
<ul style="list-style-type: none"> sticking in 		<ul style="list-style-type: none"> - Multiplication x - Adding - Intervention - Good understanding - Use reasoning. - Away - Good understanding
Misconceptions / Basic Skill Errors / Next Lesson Notes		
<p>Adding after multiplication.</p> <p>Formal methods.</p> <p>Intervention - multiplying by 10. Same gap tomorrow.</p>		

Intervention
Topic



Forward Together



War-rag War-barth