

Moss Hall Junior School
Feedback Policy



Version: 2019-2021
Updated: Sept 2021
Cycle: 2 years
Review: Sept 2021
By: SLT

Feedback Policy

Policy Statement and Aims

At Moss Hall Junior School we give feedback **for** the pupils which will support, encourage, extend and challenge. We believe that giving feedback in this way will focus on success and improvement needs, enable children to become resilient and reflective learners, promote progress and address misconceptions. This therefore makes the sole focus of feedback to be to further children's learning.

Our policy is underpinned by the research done by the Education Endowment Foundation (EEF) which shows effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong

Principles

Quality feedback should:

- Be accessible to all children and give clear strategies for progress
- Enable children to recognise how their learning can be developed and feel positive about their achievements.
- Be seen by children as a positive tool to help them to make continued progress
- Demonstrate an awareness of the individual learner's needs in relation to prior performance and support their progress
- Be delivered closest to the point of action to be most effective, and as such, feedback delivered in lessons is more effective than comments provided at a later date
- Take many forms other than written comments
- Be 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
- Ensure time is given for children to read, reflect on and respond to recommendations
- Inform planning, ongoing teacher assessments and individual target setting
- Be manageable for all staff and consistent across the school

Equal Opportunities

We believe that all children should have equal access to the National Curriculum. When giving feedback on children's work, careful consideration should be given to their cultural and linguistic needs. The achievements and development areas of children with Special and Additional Educational Needs should be communicated in an accessible manner. For disadvantaged and vulnerable groups, feedback should be of the highest quality as for all other children.

Guidelines for Giving Feedback and Expectations at MHJS

- All children’s work must be acknowledged with the LO/title highlighted
- Written comments are made in purple pen.
- Pink comments acknowledge and praise success – they need to be brief and accurate.
- Green comments drive pupil progress – they should therefore be composed to be impactful, specific and focus on supporting the child’s next steps.
- Feedback should be given at the earliest opportunity to have the most impact
- Feedback should be given sparingly so that it is meaningful
- Comments about learning attitudes/behaviours must be phrased positively to motivate children

Types of feedback:

Responding to children’s learning can be done in a variety of ways, but must be done in a form that is useful for the children. Teachers must ensure they use their professional judgement to decide which type of feedback will be purposeful and move learning on, but guidance will be given on planning.

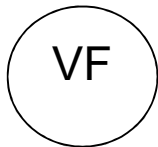
Type	Purpose/Guidelines	What it looks like
Verbal (fast feedback)	<ul style="list-style-type: none"> • At the point of teaching and therefore is most impactful • Immediate (fast feedback) • Individual or small groups • Given by teacher and teaching assistant* • Will refer to LO • Celebrates success • Provides extra support or challenge • Clarifies misconceptions • Identifies targets/next steps • May redirect the focus • May include highlighting/annotations • Leads to adaptation of future lessons • VF code to be used 	<ul style="list-style-type: none"> • “Have a look here, there’s some punctuation missing” • “Looking at the sheet, which fronted adverbial would fit here” • “Something went wrong in your column addition, can you find the mistake?” • “Explain how you know this is the answer” • See written feedback prompts in addition • Children respond to feedback using green pen to show immediate improvements
Written	<ul style="list-style-type: none"> • Ideally at the point of teaching • May review away from point of teaching • Must be accessible and clear • Comments must be in school handwriting style • Will include highlighting/annotations • Celebrates success • Identifies targets/next steps • ‘Next steps’ expected if purposeful • Will refer to LO • Leads to adaptation of future lessons • Time should be given for children to read comments and respond to them 	<ul style="list-style-type: none"> • Pink comment- Fantastic use of adverbs • Green comments: <ul style="list-style-type: none"> ✓ Reminder prompt - ask the children a question that they have to answer e.g. <i>What punctuation should go here?</i> <i>What simile could you use to describe the cave?</i> ✓ Scaffold prompt - say how learning could be improved and give the start of a sentence to complete e.g. <i>describe how the pig felt – ‘when his house was blown down the little pig felt.....’ use a simile to describe the cave – ‘the cave was as dark as</i>

	<ul style="list-style-type: none"> Future work will be expected to demonstrate “next steps/targets” - teachers should acknowledge this. 	<p>✓ Example prompt - give the child a choices to add to their learning which would improve it e.g. <i>The little pig was upset when his house was blown down OR The little pig was scared when his house was blown down. The cave was as dark as the moonless sky OR The cave was as dark as a black cat's fur.</i></p>
Self	<ul style="list-style-type: none"> Immediate/close to point of teaching Opportunity to reflect on own learning Promote independence Celebrate success Identify errors/mistakes Provide success criteria when necessary Provide sentence openers for comments Must be acknowledged by the teacher Green pen to be used SA code to be used 	<ul style="list-style-type: none"> Ticks Reattempting in green pen Highlight Success Criteria Brief, reflective comments Pink comment - “I feel confident using adverbs” Green comment –“I’m not sure where to include a relative clause”
Peer	<ul style="list-style-type: none"> Immediate/close to point of teaching Opportunity to address misconceptions Promotes peer discussions Uses language familiar to child Celebrate success Identify errors/mistakes Provide success criteria when necessary Provide sentence openers for comments Must be acknowledged by the teacher Green pen to be used PA code to be used 	<ul style="list-style-type: none"> Ticks Reattempting in green pen Highlight Success Criteria Brief comments Pink comment - “You have used the short division method correctly” Green comment –“Next time, write out the multiples of the divisor to help you” Can be verbal feedback
SPAG	<ul style="list-style-type: none"> Spelling, punctuation and grammar mistake identified Encourages children to find mistakes themselves No more than 3 of each to be identified Can be done verbally or written Sp,G, P codes to be used Writing walls support this 	<p>The image shows a student's handwriting on lined paper. The text is a story about a lighthouse keeper. There are several corrections in pink and green ink. A circled 'P' highlights a punctuation error (missing comma after 'sounded'), and a circled 'G' highlights a grammar error (missing article 'a' before 'dark').</p> <p>I recall the most ^{best} lighthouse keeper ^{keeper} at ^{the} top of Woolly lighthouse. keeper ^{keeper} sat miserably on his rickety chair. As sounds echoed ^{echoed} through the window the growling lighthouse keeper slammed ^{slammed} his window shut not wanting any ^{any} more ^{more} noise ^{noise}. But all of a sudden the keeper's face ^{face} turned dark with stark ^{stark} panic ^{panic} staring ^{staring} all over him as he heard a deafening ^{deafening} sound at the top of the light house.</p> <p>① Once the candle was out the keeper stumbled on his knees struggling to go climb the stairs, while he was climbing the slide the man ^{man} terror ^{terror} and gilt ^{gilt} grew on his face.</p>

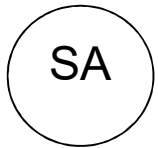
*Time should be built into lessons for teachers and teaching assistants to circulate the class to give verbal feedback. Whilst this is happening, children should be attempting to check, improve or edit their work.

CODES FOR GIVING FEEDBACK

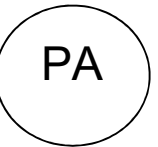
Contextual Information



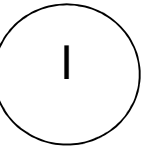
Verbal feedback



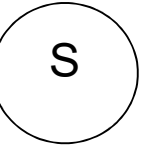
Self-assessment



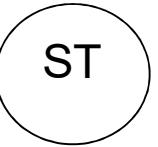
Peer-assessment



Independent (use for children often supported by T/TA)

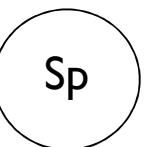


Supported

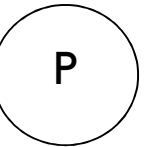


Supply Teacher (and initialed)

SPAG Feedback



Spelling mistake underlined
(whole word underlined with wiggly line ~~~~)



Codes put in margin on the line where punctuation mistake is identified.

Pinks and Greens

Tickled pink or Green for Growth



LO element of title highlighted. Highlight to show up to 3 examples of high quality learning. Praise to acknowledge success.



LO element of title highlighted. Highlight to show a maximum of 3 development areas. Supportive 'Green for Growth' feedback is recorded to expand on what is needed – e.g. reminder, scaffold, example prompt etc.

Monitoring this Policy

Scrutiny of Children's work

Feedback children are given will be regularly monitored both formally and informally. The focus of the monitoring will be based on impact of feedback on pupils' achievement.

Across the year the monitoring schedule will include: lesson visits, learning walks and book looks undertaken by SLT, YGLs and subject leaders. Other ways of gathering evidence will be pupil progress meetings, PPA meetings and children discussing work with leaders.

Feedback will be given to teachers and teaching assistants as part of their CPD. Any concerns regarding pupil progress and the quality and consistency of feedback will be reported to SLT.

Management Arrangements

The Head Teacher, Deputy Headteacher, Assistant Headteacher and SLT are responsible for the monitoring of this policy.

Katie Dawbarn and Helen Hoyle
Review date: Autumn 2021

Appendix i

General Feedback Reminders for Staff

At Moss Hall Junior School we give feedback **for** the pupils which will support, encourage, extend and challenge. We believe that giving feedback in this way will focus on success and improvement needs, enable children to become resilient and reflective learners, promote progress and address misconceptions. This therefore makes the sole focus of feedback to be to further children's learning.

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English/Maths – appendix iv for specific feedback guidance

- Production – daily recorded pieces– feedback given in line with policy
- Practise – in pupil books it is important that there is evidence that the children have practised/applied the concept in a range of settings at the time of teaching
- Planning needs to show what is to be recorded in books
- Photographs – LO and date plus contextual information recorded by child – e.g. today I learned ... or my biggest challenge today was ... or next time I will ...etc.
- Photos may include learning recorded on whiteboards/copies of shared writing produced in groups etc.
- SC labels are useful for highlighting the process
- Professional judgement is expected to be used to decide what type of feedback is appropriate

Science/History/Geography/RE

- Photographs – LO and date plus contextual information recorded by child – e.g. today I learned ... or my biggest challenge today was ... or next time I will ...etc.
- Photos may include learning recorded on whiteboards/copies of shared writing produced in groups etc.
- Professional judgement is expected to be used to decide what type of feedback is appropriate
- If written feedback given:
 - ✓ Pink comments – brief (2/3 words) and accurate against the LO – reaffirm/acknowledge – “Amazing investigation”
 - ✓ Green comments should be brief and could be ...
 - **knowledge** based comments
 - directly to do with progress in the **skills** being taught
 - deeper thinking questions for **understanding** – “What do you think would have happened if ...?”
 - related to a writing/maths focus

Art and Design and DT Scrapbooks

- Photographs – LO and date plus contextual information recorded by child – e.g. today I learned ... or my biggest challenge today was ... or next time I will ...etc.
- Photos may include learning recorded on whiteboards/copies of shared writing produced in groups etc.
- Acknowledged with a tick/highlighting or annotations

Computing

- Collated in Google Drive and acknowledged online or with verbal feedback

PE and Music

- Pupil voice recorded – strengths and next steps
- Photographic and digital media to be incorporated
- VF is expected throughout

French

- Individual end of topic summary for each child (in folder)
- Summaries identify pinks and greens over time
- VF is expected throughout

Home Learning

- Acknowledged by teacher – VF or marked as a class

Teaching Assistants/Additional Support

- Must give verbal or written feedback (as outlined above) when supporting any learners

All feedback:

- Be consistent – class/year group/school
- LO to be highlighted in pink/green by you
- Be very specific and positive
- Ensure time is planned in for chn to respond to feedback
- Peer/self feedback – must be evidence that you have seen it
- Peer/self feedback – if all wrong you need to give next steps feedback
- Use language child can access
- Don't keep re-writing the same green comment – challenge child
- Don't say we'll come back to this unless it is evident that you have done!
- Use school handwriting style

Long date underlined with a ruler

Write on the lines

Handwriting should be neat, joined and consistent in size

Green pen for editing

Learning Objective /Title underlined with a ruler

Peer/self feedback done neatly

Start writing at the margin

Respond to all feedback and act on comments in green pen

*Write in pencil
on the lines*

*Short date underlined
with a ruler*

*Write LO/ Title neatly
under the date*

*Peer/self-
feedback done
neatly*

*One digit
per square*

*Leave a line
between
calculations*

*Number all of
your
calculations*

6.9.16

LO: To present work neatly

1)
$$\begin{array}{r} 26 + \\ \underline{13} \\ 39 \end{array}$$
 ✓

2)
$$\begin{array}{r} 35 + \\ \underline{23} \\ 59 \end{array}$$
 •

$$\begin{array}{r} 35 + \\ \underline{23} \\ 58 \end{array}$$
 ✓

3)
$$\begin{array}{r} 135 + \\ \underline{44} \\ 279 \end{array}$$
 ✓

*Respond to all
feedback and act
on comments in
green pen*

*All lines should
be drawn with
a ruler*

*Show your
working out*

Appendix iv

Specific Writing Feedback

Children should be given specific targets that they are working towards to ensure progress is made. They should be reviewed by teachers regularly and updated when necessary. Targets will be recorded using post-it notes. Targets will mostly focus on SPAG elements but not solely. Children are encouraged to underline their targets in yellow when self-assessing/evaluating.

Next steps should focus on the child's individual target where possible but any glaring misconceptions or mistakes must also be addressed if necessary.

Learning must be acknowledged by a tick, verbal feedback or written feedback and peer and self assessment are encouraged.

Specific Maths Feedback

Verbal Feedback- Refer to policy

Mistakes Check-

Fluency coverage- *providing Chn. with additional questions/problems to ensure coverage of fluency for specific skills taught. (Use green highlighter to indicate this).*

Reasoning/Problem Solving Challenge- *providing the Chn. with opportunities to express their learning and understanding through reasoning and problem solving challenges. (Use green highlighter to indicate this).*

Use the calculation policy to inform feedback.

White Rose has a diverse variety of challenges, which can be used as a form of feedback- using challenges from other year groups offers all learnings with suitable differentiation.