



Policy for FEEDBACK ON LEARNING

January 2023

Dorridge Primary School

FEEDBACK ON LEARNING POLICY AND PROCEDURES

AIMS

This policy sets out how staff at Dorridge Primary School intend to ensure that FEEDBACK on learning at the school is an integral part of our assessment procedures.

At Dorridge Primary School we believe that improving learning through assessment is aided by the provision of effective feedback to pupils, who need to be able to assess themselves and understand how to improve. Verbal and written (marking) feedback are both therefore an essential part of teacher assessment.

PURPOSE

Through its implementation and practise, the feedback policy will:

- Inform everyone's practice and ensure that it is standardised and consistent across the school as well as being in keeping with the school's overall policy on Assessment, Record Keeping and Reporting.
- Ensure that all children have their work marked and feedback given daily and consistently and in a way that will improve their learning. This includes verbal feedback, which we deem the most important kind
- Ensure feedback will inform children of their achievement, progress and expectations, as well as their next steps for learning.
- Form an important part of teacher assessment because it will focus on those aspects of learning where groups and individuals need specific help and thus inform future planning for learning.
- Provide a record of children's progress.
- Inform parents of their child's achievement, progress and appropriate expectations.

For pupils, effective feedback will:

- Develop self confidence
- Enable children to make at least good progress
- Show children HOW to improve
- Enable children to show personal improvement
- Acknowledge, recognise, celebrate and make explicit children's achievement
- Encourage children to develop self-assessment skills
- Motivate children
- Build self esteem
- Promote independent learning through self-checking / self-assessment

TYPES OF FEEDBACK

Feedback must be purposeful. At Dorridge Primary School we recognise the following as the main forms of feedback:

- Verbal Feedback
- Written Feedback (marking)

We expect feedback to be given by the:

- Teacher
- Support staff
- Peers

PRINCIPALS OF EFFECTIVE FEEDBACK

Verbal or written:

- Feedback should be directly linked to the learning objectives / steps to success criteria of the lesson
- Feedback should be regular and frequent
- Feedback should make achievements explicit
- Feedback must be specific: the learner needs to know exactly what has been done well (strengths)
- Feedback should identify the aspects for improvement and make clear how the improvement is to be achieved
- Feedback should actively involve children by handing responsibility over to the pupil

- Children must have time to respond and to act upon feedback. This mostly occurs during the 'marking minutes' which occur at the beginning of every lesson. Teachers may include a 'Pink Think' comment in the pupil's book for them to respond to at the start of their lesson, if relevant. In Mathematics, this will often be an anchor task (AT) in the child's book. This supports consolidation of learning, providing an opportunity to revise and review.

Written: (*Appendix 1*)

In addition to the above, when using written feedback:

- Marking must be completed in green ink
- Comments must be neat, legible with accurate spelling and a handwriting style that reflects school policy.
- Comments must be positive and constructive
- Children must have access to the marking criteria and understand the meaning of marks used – marking criteria must be displayed in all classrooms
- Marking Minutes- Opportunities for a response time MUST be built in

MARKING AT DORRIDGE PRIMARY SCHOOL

The procedures in each subject area as they operate at Dorridge Primary School are detailed below. They have been adopted in this way to make the system manageable for teachers and to ensure a consistent approach across the school.

English

1. Pupils' books are nearly always marked daily.
2. Successes against the learning objective should be acknowledged by highlighting the L.O at the beginning of the learning objective in green.
3. Areas for improvement are indicated by a pink highlighter at the bottom of the piece of work next to a written comment. This might appear as a sticker or handwritten. These are referred to as a 'Pink Think' comment or task.
4. Spelling errors are indicated with a pink highlighter. The teacher will write 'sp' at the bottom of the piece of work and the correct spelling is modelled for the child to practise. Each word should be attempted 3 times by the child. No more than 3 key spellings should be identified.
5. Children must have time to respond to the comments. Time should be built into the subsequent lesson called the 'Marking Minutes'. Typically, this occurs at the start of every lesson.
6. A 'D' is used to indicate a discussion between the teacher and pupil.
7. An 'S' is used to show the work has been supported.
8. Marking ladders are included by each piece of assessed writing for the child and teacher to refer to. These will be used to aid self and peer assessment. An overarching KPI sheet is kept at the back of the pupil's book for the teacher and child to refer to.

Maths

1. As for English.
2. Where an incorrect answer has been made by the child, a cross is written at the end of the calculation at KS1 and highlighted pink at KS2.
3. Anchor Tasks (AT) are used at the start of a maths lesson, where necessary, to recap and review prior learning
4. R time is used as a tool at the beginning of 3 maths lessons per week to support content imbedding into pupils' long term memory and to integrate new knowledge into larger ideas. Prior learning and methods are kept clear.
Recap: Last week
Rewind: Last Unit
Refresh: Last Year.

All other curriculum areas

1. Ongoing effective verbal feedback throughout the course of the lesson will be expected. We do not expect teachers to include Pink Think tasks. However, good teaching will include an opportunity to review and recap prior learning verbally at the start of every lesson.
2. Teachers will indicate a discussion has taken place with a child about their learning by using a 'D'. This will be circled by the teacher once it has taken place.

3. If a child has needed additional adult support to achieve the L.O, an 'S' will be written at the end of the child's piece of work.

4. The learning objective is highlighted accordingly and presentation ticks used.
5. In DPC, children will use a coloured dot to show the curriculum subject they are studying.
6. Where there is an extended piece of writing in any curriculum area this must be marked the same as English written work.

PRESENTATIONAL FEATURES

Marking should not be overly focused upon spelling and presentation.

Children receive up to 3 presentation ticks to indicate the standard of their presentation. 3 ticks being the best; 1 tick requiring work. P ticks are relative to the child and what is their best, rather than a set standard.

Only 3 key spellings should be highlighted per piece of work. The incorrect spelling is highlighted pink and the letters 'sp' followed by the correct spelling should be written by the teacher at the end of the piece of work. The child should be given Marking Minutes to practise the correct spelling 3 times.

Key areas for development should reflect children's targets.

In EYFS, we look for words to be spelt phonetically correct.

Appendix 2 details specifically the expectations at Dorridge Primary School for the presentation of work.

REWARDS

Excellent achievement and progress is acknowledged through the use of Hole Punch cards in EYFS and Class Dojo points in KS1 and KS2. Endeavour certificates, postcards home and stickers are also used.

MARKING PROCEDURES – EYFS

Not all EYFS work is marked specifically, as work and activities are recorded and assessed through the Evidence Me platform and teacher observations. However, work in Literacy Development books, teachers will mark according to the EYFS marking procedures.

L.O I have achieved my learning objective

L.O I have not fully achieved my learning objective 'PINK for THINK'

S I needed additional adult support.

D I need to discuss my learning with my teacher, when discussed my teacher will draw a circle around the **D**

All pieces of work will have a Learning Objective (**L.O**) on and the associated area of development. Children's work will also state whether it was Adult Directed (**AD**) Child Initiated (**CI**) and if the work was completed Independently (**I**) or needed Support (**S**)

The teacher will also use focus practical activities to extend and support the child's learning.

Areas of Development key

Literacy Development (LD)

Mathematical Development (MD)

Knowledge and Understanding of the World (UW)

Communication and Language (CLL)

Expressive Arts and Design (EAD)

Physical Social Emotional Development (PSED)

What does my marking mean?

EYFS

- L.O** I have achieved my learning objective.
- L.O** I have not fully achieved my learning objective 'PINK for THINK'.
- S** I needed additional adult support.
- D** I need to discuss my learning with my teacher. When discussed, my teacher will draw a circle around the **D**.

What does my marking mean?

KS1 and KS2



LO

I have achieved my learning objective

■

This highlights a spelling I need to correct.

sp

This is written at the bottom of my work to let me know I need to correct a spelling. The correct spelling is given by the teacher. I will copy it 3 times.

D

I need to discuss my learning with my teacher. When discussed, my teacher will draw a circle around the D.

S

I needed additional adult support.

ST

Supply teacher took my class today

Mathematics

✓

Correct answer

X

Incorrect answer in Mathematics (KS1 ONLY)

■

Incorrect answer in Mathematics (KS2 ONLY)

AT

I have used my Anchor Task to consolidate my learning



How well have I presented my work today?

p ✓

My presentation is not acceptable today.
(Please read the comment)

p ✓✓

My teacher thinks my presentation needs a little more effort.
(Check for a comment)

p ✓✓✓

My teacher thinks my work is well presented today. Well done.

Learning Objective (L.O) is underlined with a ruler
English – the long date is recorded and underlined with a ruler
Maths – the short date is recorded and underlined with a ruler