



# Colley Lane Primary Academy

*"Never settle for less than your best"*

Subject: Feedback Policy

Issue Date: September 2019

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## Safeguarding Statement

At Colley Lane Primary Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Colley Lane Primary Academy. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.



## **Colley Lane Feedback Policy**

***How children's work is received and marked and the nature of feedback given to them will have direct bearing on learning attitudes and future achievement***

### **Summary**

This policy gives guidance to staff on the purpose, types and frequency of feedback.

All feedback should have a clear purpose for both the child and the teacher and should be timely.

Children need to know what they have achieved and how to improve their work.

Teachers and support staff need to know what children can do so that they can meet their learning needs effectively.

- Feedback must be part of a wider assessment policy, which includes:
- Observing children
- Questioning children
- Listening to children
- Discussing and reviewing as a class and as a year group team

### **The aims and purpose of Feedback**

1. To inform the teacher of a child's progress and needs for future planning.
2. To demonstrate the value of a child's work and to instil confidence in a child.
3. To allow for self-assessment and self-evaluation where the child can recognise their difficulties and mistakes and encourage them to accept guidance from others.
4. For the teacher to act as consultant, leading the child in procedures of feedback and evaluation.
5. To encourage the child to take responsibility for their work and how to improve it.

**Each teacher will make the feedback procedure clear to their class at the start of the academic year.**

**It is vitally important that the feedback is consistent and clearly understood by all teachers and teaching assistants who work with the class.**

### **Types of Feedback**

The following methods of feedback may be employed throughout the school, depending on the age and ability of the child and the subject being assessed.

#### **Self-Assessment**

- KS2: Pupils evaluate their own work, with guidance, whenever the opportunity is



appropriate.

- They do this against the success criteria/WILF discussed during the lesson.
- KS1: On occasions pupils will be asked to look at, discuss or evaluate their own work.

### Peer Assessment

- KS2: Pupils will also be given the opportunity to evaluate their peers' work against success criteria, with guidance.
- KS1: On occasions pupils will be asked to look at, discuss or evaluate each other's work.
- Where the pupil/s have self/peer assessed this should be recorded as SA/PA and highlighted in YELLOW.

### Light Marking

- It is important that all work is acknowledged either by the teacher, themselves or by a peer.

### Improvement time/Mouldy Marking

- Children are given time to address feedback and to improve their work, either by completing an Improvement Time task (identified in pink) and/or 'fixing their mould' (identified in blue).

### Methods of Feedback Both Key Stages

Teachers mark using a green pen. They can also set an Improvement Time task and highlight identified areas of development in pupil's work and on the success criteria using a pink highlighter.

Teachers also identify any errors in pupil's writing by writing mouldy marking codes (in blue) in the margin and signposting pupils to errors in their work that are Below Age Related Expectations.

The appropriate Key Stage Feedback Policy for Pupils (see end of policy) contains an explanation of the codes used.

### English

#### Teachers marking guide for quality pieces of writing

- Create a mould list for working wall based on age related expectations that are below your year group (see appendix 1).
- **WALT** - Before a child begins a piece of work the pupil should have a clear understanding of the WALT and of the task. The WALT should be underlined in Learning Logs (KS2).
- **WAGOLL** - Usually lessons should have a quality first teach with a WAGOLL or live modelling as the focal point.
- **Success Criteria** - Writing should then be based around the success criteria (WILF), this will often be produced in conjunction with the children. (see appendix 2)



- Children complete their work and are given time BEFORE any marking to do a bit of edit and (where appropriate) to complete a SA reflecting on the skills they have used from the WILF list (see appendix 3).
- **Mould Code:**

<b>Finger Space</b>	<b>FS</b>
<b>Capital Letter</b>	<b>CL</b>
<b>Full Stop</b>	<b>.</b>
<b>Punctuation</b>	<b>P</b>
<b>Spelling</b>	<b>SP</b>
Where appropriate in upper KS2 use a blue dot in the margin to encourage children to identify their own errors.	
Misconceptions with CL or lower case letters written correctly in the margin.	
For more than one spelling error on one line use SP in the margin and underline the word you would like them to correct in blue.	
For children working at greater depth, mould in the margins is removed in the latter part of spring and the summer term so children are given an opportunity to develop independent editing skills.	

### **Post lesson (teacher)**

Teachers review work and complete a mouldy mark (green highlighter for good and blue highlighter for mould, pink to highlight improvement area) (see appendix 3). The mouldy mark can:

Focus on a particular paragraph/section of the pupil's writing.

Or:

Focus on a particular skill or grammar area (such as full stops) which the pupil needs to edit throughout their writing.

Or:

Be identified for the children (this should only be used occasionally in years 4, 5 and 6)..

It is important to note that the Feedback Policy may be amended for pupils, as



follows:

Pupils with SEND: It may be more appropriate for pupils to be given an Improvement Time task or gap task which addresses gaps in the pupil's learning e.g. Handwriting, spelling, phonics, improving word choice...

GDS pupils: For pupils identified as GDS or on track to achieve GDS, from the Spring term, mouldy marking codes will be removed. In order for a pupil to achieve GDS, they should be able to correct their own errors, independently.

In Year 1, feedback will reflect letter formation, phonics and sentence structure, with no mould. Pupils will collect no 'mould' until the end of year 1 once the curriculum has been taught. At this point, mouldy marking may be used at the teacher's discretion.

Where an Improvement Time task is planned, errors or omissions are identified and grouped to inform Improvement Time activities. If common errors are identified this concept should be retaught. If a group of children have the same or similar errors, they are grouped for adult support. The area for improvement can be highlighted (pink) to identify the specific area for editing/redrafting.

Improvement Time activities can come directly from children's own self and peer assessment. This is likely to need some adult guidance depending on age/key stage and ability.

### **Improvement time**

Children fix the mould using purple polishing pen.

For some pieces of work. Children use this time to improve an identified area of their work. Adults work with specific groups to support. An additional WAGOLL or a child's exemplar may be used.

Children can then self-assess or peer-assess based on the WAGOLL/Exemplar.

Teacher makes a short comment on improvements made during improvement time, reflect on the checklist and correct any mould left uncorrected

Published work will additionally have a brief teachers comment reflecting on publishing skills

### **Marking Key**

A marking key is something that all the children must be familiar with.

The standard marking key can be adapted to meet individual needs of year



groups.

It should be clearly displayed in the classroom and learning logs (to be agreed at Y1/2, Y3/4, Y5/6).

### **Presentation:**

Feedback will aim to encourage high standards of presentation. This should be a particular focus of work undertaken in Improvement Time.

**Spelling:** Spelling expectations will depend on the age and ability of the child. Where mistakes are identified in mouldy marking, children need to correct.

### **Maths: years 1 to 6.**

All maths lessons should include a quality first teach along with a WAGOLL for the children to refer to.

Usually children should complete a core task that they can self-mark. On successful completion of this suitable deeper challenges should be provided.

Extra adult support and appropriate teaching resources should be provided for children who have struggled with the core task.

1. All work should be dated with appropriate WALT.
2. There should be evidence of SA, and PA where appropriate.
3. Presentation in books should be neat and tidy as appropriate to child's ability. Including appropriate use of a ruler
4. Children should use the squares in exercise books to present their work methodically and staff should address this if not happening.
5. Marking can be by the teacher (green pen) or by the child (purple pen). Formative assessment and feedback takes place during the lesson, also books should be sampled after the lesson in order to:

- Inform next steps
- Identify children that may need adult support

### **Science**

Comments should be concise and linked to the WALT / WILF

All recorded work should be responded to



Each pupil will complete an improvement task or a challenge at least once half term.

### **Foundation Stage**

All pieces of work to have:

- date or week beg AD (Adult Directed) or AI (Adult Initiated)
- Initials of adult who worked with that group
- Developmental matters learning outcome and age bracket

Comments to be individualised where possible.

Comments in books to be written in green.

Comments to be purposeful for the other adults reading them

Most comments/feedback to children will be verbal.

Assessment pieces to be on yellow coloured paper to show clearly when and where work is independent of the teacher.

Involving Parents Parents are involved through encouraging them to comment on the child's reading in their reading records. Shown evidence and address issues at open evenings.

Pupil's recorded work / books are shared with parents and carers at least twice a year at partnership meetings.

### **Monitoring and Evaluation**

We have an active monitoring system in place. See termly action plan.

Review date: Summer 2020

### **Appendix one (Success criteria)**

Core	Newspaper report	Pupil	Teacher
	5 "w"s in introduction		
	Write in Past tense		
	Include a quote		
Challenge	Use reported speech		