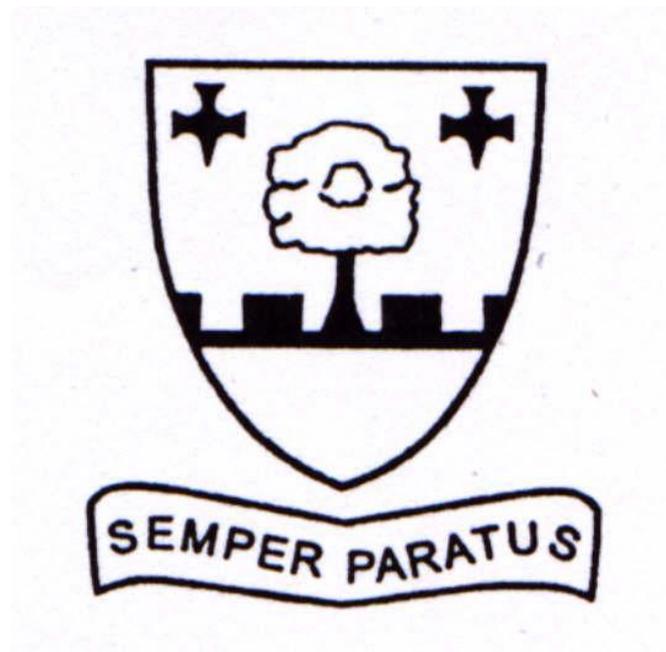


# ELMWOOD JUNIOR SCHOOL



## LEARNING FEEDBACK POLICY

Issue 5

# LEARNING FEEDBACK POLICY

## Introduction

Elmwood Junior School is a Rights Respecting School. Children are aware of their rights as defined in the United Nations Convention on the Rights of the Child, specifically:

- Article 28 (right to education) - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
- Article 29 (goals of education) - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## Aims

To raise progress and attainment through effective feedback  
To ensure consistency across the school

- All marking should help children to learn and move forward in their learning

## PURPOSES – WHY DO WE MARK?

- To recognise, encourage and reward children's effort and achievement and celebrate success.
- To provide a dialogue with pupils to share progress towards the learning outcome (LO) and to advise how they can individually take the next steps to improve and make progress.
- To prompt individuals to improve by providing the next steps in their learning
- To encourage pupils to reflect upon their learning and effort and respond accordingly
- To inform future planning and enable more focussed teaching and assessment
- To inform adult understanding of individual pupil attainment, progress and individual targets.

## What is effective feedback?

- It allows staff to assess learning against clear learning objectives
- It involves effective communication which facilitates progress
- It allows children to evaluate their learning through peer and self assessment and determine actions for further learning.
- It is positive and constructive.
- It embeds high expectations
- It recognises pupils' efforts and encourages individual self esteem

## When and how do we give feedback?

- Effective feedback can be verbal or written
- All formal learning in books is marked against the Learning Objective (see code).
- Supply teachers must initial any marking carried out.
- Writing should be marked in accordance to the writing feedback code (see appendix 1)
- Maths marking should be done either during the lesson involving the children or as soon as possible afterwards. (see appendix 2)
- All staff mark in red ink.

All work should have a learning objective written on it. Teachers should mark all work to the learning objective, using the following symbols;

Teacher Code (red pen)	Meaning	Child Code (green pen)
One tick on left hand side of LO	Learning Objective Developing	One tick on right hand side of LO
Two ticks on left hand side of LO	Learning Objective Met	Two ticks on right hand side of LO
Three ticks on left hand side of LO	Learning Objective Exceeded	Three ticks on right hand side of LO
SP	A spelling the child needs to practise 3 times at the end of the piece of writing	
VF	Verbal Feedback	N/A
Green pen	Child response marking	

### Learning objectives

Learning objectives must always make sense to children. They need to be in child friendly language so that children understand what the purpose of each lesson is. It is good to create question orientated learning objectives so that this helps children to take responsibility for their learning and can review their learning after each lesson. For example; Can I accurately use the column method of addition?

### Marking may include:

- Ticks, crosses or dots (as appropriate)
- Written comment or question relating to learning objective
- Model and example
- Annotation noting level of support given, if appropriate
- Awarding of house points
- Acknowledgement of effort
- Evidence of peer and self-assessment (using green pens only)
- All marking should be in line with the handwriting policy.

### Monitoring and Evaluation

The senior Leadership Team and Subject leaders will monitor the implementation of this policy periodically. Year Group leaders will carry out regular book looks to ensure consistency across their year groups.

## **Impact of the successful implementation of this policy**

- Improvement in children's progress
- Consistent approach to marking across the school
- Pupils have a clear understanding of standards, expectations and how to make progress in their own learning
- Marking codes displayed in all classrooms
- Children take full responsibility for their learning and positively engage with feedback to help improve their own learning

NON-NEGOTIABLES FOR ALL TEACHERS: CHILDREN'S BOOKS ARE A 'BADGE' OF YOUR TEACHING.

## **DATA PROTECTION**

Elmwood Junior School will collect and process all personal data and sensitive personal data in accordance with the legal obligations as set out in the General Data Protection Regulations 2018. Please see the school's GDPR Data Protection Policy for further information.

**We have carefully considered the impact of this policy on all particular characteristics as part of our ongoing process to ensure it is fair and does not prioritise or disadvantage any pupil. This is in line with the Equality Act 2010.**

Issue 5

Approved:

Review date:

**Highlighters - Green for Good and Pink for Think**

Teachers formally mark writing by using a green highlighter for positive elements and a pink highlighter to identify mistakes or areas to think further. This should mainly focus on elements that are specific to the purpose and style of writing.

**Red Pen – Teacher**

Teachers should use a red pen to write 'sp' next to words that have been misspelt (a maximum of 3 words) and write the correct spelling at the bottom of the piece of writing. Children should respond by practising this spelling 3 times underneath in a green pen.

**Green Pen – Child**

Children should use a green pen for all their editing, spelling practice and for self and peer assessment.

# Writing Feedback



# 'Writer to Writer'

Live feedback

- When the class teacher wants to feedback mid-lesson, they can verbally feedback and/or highlight.
- A whole piece of work does not need to be marked with highlighters.
  - All work must be green pen edited.
- Teachers should spend time outside of lessons reading through children's written work to identify common areas to praise or problems to address.

Structured feedback and editing sessions

- Editing with a green pen should be an embedded practice within English lessons.
- Teachers should schedule specific time in the week (be it 1 whole lesson or sections of lessons) solely focused on editing and feedback.
- The focus of this time should be to praise, and identify and model areas of improvement noticed across the class.
- Children should respond to this by green pen editing their work.

**Possible aspects of lesson:**

Teacher modelling of editing, shared class editing of work, individual editing while teacher conducts 1:1 writer to writer feedback, spellings practice, review of the 'I can' statements.

**'I can' statements - the year group 'at the expected standard' checklist**

This should be used to inform teacher feedback and child reflection and editing.

## Appendix 2 - Maths Feedback Policy

### Maths Feedback Policy

Feedback in Maths books should serve a single purpose- to advance pupil progress and outcomes. Effective feedback in Maths is developing a mind-set of seeing mistakes as an opportunity to learn. Evidence shows (Black and William 1998) that pupils benefit from marking their own work.

Together with the teacher's use of 'Assessment for Learning' (AFL), pupils are expected to self-assess their work (using a green pen). Pupils are encouraged to reflect on what they have done well and what could be improved so that they develop as reflective learners. From this they are able to address their misconceptions within the lesson and identify their own targets. It is important for teachers to distinguish between a pupil's simple slip and an error that reflects on a lack of understanding.

Growth Mind-set in Maths: Through self-assessment children are encouraged to use a growth mind-set to independently address their misconceptions. Children have learnt about applying a growth mind-set through a series of assemblies and activities in class.

When feeding back in Maths books, teachers are expected to address each piece of work (using a red pen) to assess against the LO (see codes in policy and example below) to ensure that each pupil's self-assessment is accurate and misconceptions are being addressed appropriately.

Below is an example of how children and teachers should feedback using the codes mentioned in this policy..



LO- Can I subtract 4 digit numbers using the formal written method?