

LAUDE NEWTON COLLEGE



opening minds

Feedback Policy

Early Years and Primary

Last reviewed: July 2020

Our philosophy for Teaching and Learning:

As a school community we are all learners, adults and children alike. We aim to foster in our learners, a life-long love of learning while developing the skills, knowledge and understanding to achieve to the best of our abilities. As learners we thrive best in a warm and secure environment where we are accepted and valued while developing the attitudes and dispositions to be happy, caring and creative learners for life.

The aim of our feedback and marking policy:

Effective feedback and marking are vital tools in assessment for learning. The aim of this policy is to provide all members of our school community with an effective, systematic and consistent approach to marking work and giving feedback to learners throughout Newton College.

Statements of aims:

We mark work ensuring we are focusing on the aim or success criteria of the lesson. Making sure marking refers to the subject development as much as possible rather than literacy - especially the case of humanities and science

We aim to mark as soon as possible and when marking will be most effective. Often with the learner, in class. It may be that you will mark work when it is half finished in order to move the child's thinking on.

Learners should understand the marking process and the symbols/colours used when marking. Learners will need to be explicitly taught what marking is for and how it can be used as a tool to close the gap in their learning.

Time should be given to learners to read marking and act upon written feedback or said where appropriate. For example as they come in in the morning, the children could be reviewing and acting upon marking while the teacher takes the register or at the start of the next lesson.

Marking must be used by teachers and learning assistants to actively inform planning. There should be an obvious link between the two tools and progress fed into assessment records where relevant.

Where possible learners should be involved in marking their own or their peer's work. They should be carefully taught how to do this.

Verbal feedback on work should be given when written comments are not appropriate. If verbal feedback is given where appropriate it should be clearly noted on the piece of work or recorded as an observation (this can be done on Evidence me in EYFS).

Marking should be manageable and effective for all involved.

Marking and feedback must be completed within a short time frame to ensure maximum effectiveness. Work should be marked within 2 days of the child completing the work.

Who was consulted in the writing of the policy?

Senior leadership team
Subject Coordinators and Heads of Department
Teachers

What is feedback?

We use feedback as part of a closing the gap approach towards learning. We understand that using the closing the gap model uses feedback so that it is given during the lesson so that children get the best opportunity to meet the learning intention and that it is not dependent on being marked once the lesson is over and then waiting even longer before they can act upon it.

Effective feedback is more effective in maximising children's learning than marking that is done away from the lesson so it is important that we get this right.

Effective Verbal Feedback

The most effective form of feedback is verbal feedback given at the point of learning - oral feedback is most powerful and has maximum impact when pointing out success and improvement needs against the objectives. This high quality feedback should be given by both the class teacher and if applicable the class learning support assistant daily and should identify both positives and next steps, so that the child has a clear understanding of how to move their learning forward.

Written Feedback

Green for Good/Pink for Think

Green for Good = the children have achieved or are working towards the learning challenge and success criteria – highlighted, underlined or ticked in green

Pink for Think = an area for children to develop/improve/get better at for next time. This

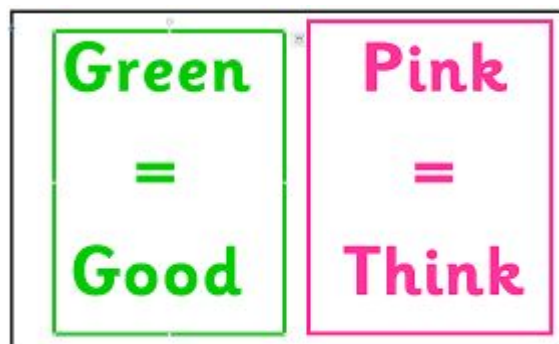
could be directly related to the success criteria, targets, corrections or application of basic skills
Time should be given to the children to 'fix' improve their work. If work is corrected (fixed) by the child it should be ticked with a **blue pen**.

When work is all green, a moving on comment must be given to extend pupils learning and understanding

All work should be dated and objective should be clear (EYFS/KS1 in planning.

Primary KS2 on work)

In KS2 codes may be used to communicate key language features (see marking code poster)



Self Assessment

Pupils to be given opportunities to reflect on their learning, this can be by colouring a traffic light or smiley face to show how they felt about their work

Younger students will be asked to show thumbs up/middle/down to reflect on their learning

Older students will be encouraged to mark their own work and use the success criteria to see how they can get better

Pink to think, Green for Good and Closing the Gap:

Marking is an effective way for students to see where they may have gone wrong or what they may be getting better at. In Newton College we use green and pink in order to communicate areas of success and areas of improvement.

Green shows areas where the students have met the learning criteria and pink areas that need to be addressed. We are also using 'getting better blue' which is where we encourage our students to write their best or final draft of work in blue. Marking can be used in different ways in different subject areas. For example, highlighting areas in a piece of writing can be a quick way for a student to identify strengths and weaknesses.

However, the focus for any marking should always relate specifically to the learning criteria that was shared with the student. This means that if the learning criteria was to include semi-colons and relative clauses in a piece of writing, then it is not always appropriate to highlight spelling mistakes. Areas highlighted should always relate to achieving (or not) the learning criteria. Marking should always be positive, clear and appropriate to its purpose. Not all errors need to be corrected. Time must be allowed for students to review work that has been marked and reflect on any areas of weakness.

Marking using this approach the idea is that you highlight aspects of the learner's work that have met the learning intention (or an aspect of the success criteria) with a green highlighter .

For example:

Success criteria: To use exciting adjectives to describe the wolf.

Child's writing: "The **evil**wolf gnashed his **wicked** **sharp**teeth"

Green for good this where you highlight the good learning and with pink you highlight or underline where they need to get better.

Quality marking

Once a week we aim to give more detailed quality written feedback. Here are some examples of the different types.

Writing or Oral marking comments and "closing the gap"

We use a range of comments to let our learners know how they have met the learning intention or success criteria (when we have highlighted green for good for example). These can be given verbally.

"The **evil**wolf gnashed his **wicked** **sharp**teeth"

A reminder comment:

These comments are a reminder of what could be improved in the learner’s work to move towards meeting the WAGBA or success criteria. These can also be given verbally.

2 MIZ 'tn/ xtb y(x) V{bnl yUZ{{ZxUt' | yb` 'ynk Z'NkZV{bZy'bn 'tn/ x,, xtb` a'
Aab i 'n_ynk Z'NkZV{bZy{n'XZYWbUZ {aZ' (x|_N'h'

A scaffold comment:

These comments provide learners with more support than a reminder comment in moving towards meeting the WAGBA . These can be given verbally.

H aM'ZjyZ'Xn ujM{y' ZZx{n` xn,, 'aZM{ab'f'¥'
t M' 'tn| {ab i 'n_MXb_ZzI {Vhl | ZV{bZ'_xrk '-MIX@MIX'| yZ' b' b' 'tn| x'yZI {ZI VZ'¥'

How do we mark in the Early Years Foundation Stage?

In the Foundation Stage teachers and learning support assistants know best what kind of feedback is most appropriate for the children in their class. At times that will be verbal feedback at other times written feedback will be more appropriate. We mark our very young learner’s work with sensitivity but with the understanding that even the youngest child is aware of their learning and should be rewarded for what they have achieved and helped to move on to the next step in their learning.

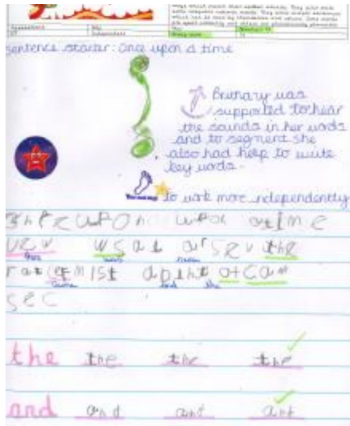
All recorded work should be dated with the child’s name clearly written (by an adult if the child is unable to write their name)

Photos of children’s learning are uploaded to the Evidence Me application. This application links learning to a learning objective from the EYFS framework and allows teachers to make a comment and identify next steps. Where appropriate these comments should be shared with pupils verbally. Parents can also submit photos of learning outside school to be included in their child’s profile.

All marked work should be written if it has been supported by an adult (mark S for teacher/assistant support and the adults initials e.g. S SM)

Verbally talk about what we are learning (share what we aim to get better at) and also refer to Green for Good and Pink for think, blue for getting better verbally or when completing whole class learning

When appropriate in small groups or individually use Green for Good and Pink for Think with the children ensuring they are aware of the success criteria and what they are getting better at for that lesson. Opportunities should be given for pupils to improve learning. For example:



Use written/oral comments when appropriate saying what a child has achieved and what they should do next to close the gap.

[Handwritten text from the image, which is mostly illegible due to blurring and cursive script.]

If written, read these comments to the learner if they are unable to read it independently.

Stickers, stamps and other rewards are all relevant as long as a comment has been made (written or verbal) to that child so they understand what it is about their learning that you are rewarding

It is appropriate to write what the child says about their work to highlight they have met success criteria or to show where they need to move on to next in their learning (this can be done on Evidence me or on the students work).

Questioning should also be used by adults to extend children's learning as should scaffolding to support children's learning

Marking and feedback to be shared within the EYFS team in staff training meetings

How do we mark in Primary?

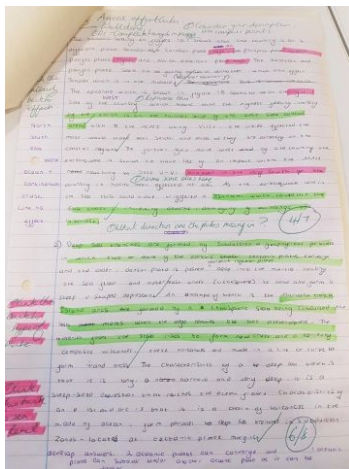
In Primary we build on the marking that has taken place in the Foundation Stage.

We use the **Green for Good and Pink for think**.

We also use **blue to show where children have been 'Getting Better'**.

We use specific, agreed marking symbols to mark children's work (see poster)

Good learning will be identified in green and where children need to get better will be identified in Pink. This can be done using coloured pens or highlighters. For example:



We mark work ensuring we are focusing on the WAGBA or Learning Objective of the lesson. Making sure marking refers to the subject development as much as possible rather than literacy - especially the case of science and IPC

We ensure we include a positive comment or green tick whenever it is relevant.

We decide in weekly planning meetings which pieces of work are going to be marked in more detail. We aim to mark in detail at least one piece of work per week. We quality mark a range of subjects over the topic and show this in our planning.

We use “closing the gap” comments within lessons (written or verbal) so that children get the best opportunity to meet the WAGBA and that it is not dependent on being marked after the lesson. These are often verbal but can also be written.

Sometimes we only mark by including a positive comment (green)

Where verbal feedback is given, sometimes it is relevant to write what was said.

Stickers, stamps, dojo points and other rewards are all relevant as long as a comment has been made to that child so they understand what it is about their learning that you are rewarding.

Ensure positive comments are recorded on learners' work. For example: "Fantastic use of adjectives! Well done"

All marked work should be stamped or written on if it has been supported by an adult (mark with "S" for adult support and the adult's initials e.g. S SM).

In KS1, learners should begin to actively mark their own work using Green for good and pink for think against agreed success criteria. KS2 should do this throughout the year.

By term 2, KS1 learners should begin to mark their peers' work using Green And Pink after they have been taught how to do so and the process is carefully monitored. This must be written in on planning. KS2 should do this throughout the year.

We address issues with spelling and handwriting by asking children to either copy the word (mainly KS1) or try again using previous knowledge (KS2)

More specific information for Specialist Subjects

Drama

Formative assessment in drama takes place in each lesson through observation of the pupils in terms of the development of their social skills, ie; the way in which they are able to work in a group or with a partner and performance skills; the way in which they can express themselves verbally in English elaborated by the physical expression of the scenes they are performing. Students receive oral feedback each lesson ensuring all students have the opportunity to perform and are given ways in which they can improve.

Monitoring the Quality of Marking and Feedback

The implementation and impact of the feedback and marking policy will be monitored across the curriculum.

Monitoring of this policy is carried out as part of the remit of Subject Leaders, Key Stage Coordinators and the Senior Leadership Team.

Strategies for monitoring:

- Looking for Learning visits

- work scrutiny - samples of books or folders outcomes in books are reviewed against planning for the lesson

- child interviews and discussions

- monitoring of the quality of marking and feedback

Examples:

EYFS

Key Stage 2

SATs Qu15

- There are 500 animals at a zoo. 50 of these animals are snakes. What percentage of the zoo's animals are snakes?
- There are 200 children competing at a sports competition. 60 children win a medal. What percentage of children win a medal?
- There are 300 people at a concert. 90 buy a T-shirt. What percentage of people buy a T-shirt?

a) 10% ✓
 b) 30% ✓
 c) 30% ✓

$\frac{50}{500} = 10\%$
 $\frac{60}{200} = 30\%$
 $\frac{90}{300} = 30\%$

SATs Qu19
 These children voted for their favourite fizzy drinks:

- 15 children voted for Lemonade
- 26 children voted for Coca Cola
- 13 children voted for Orangeade
- 20 children voted for Pepsi
- 16 children voted for Sprite


Examples of pink comments to allow address misconceptions and further progress and understanding.

Challenge 4

Jenny is raising money for charity. She is travelling 75km in one day using four different methods of transport.

She cycles for $\frac{1}{3}$ of the distance.
 She roller skates 0.2 of the distance.
 She skateboards for 10% of the distance.
 She walks the rest. **17.05mi**

How far does she walk in miles? **22.69**



$\frac{1}{3}$ of 75 = 25
 0.2 of 75 = 15
 10% of 75 = 7.5

⊕ all three together: 25 + 15 + 7.5 = 47.5
 ⊖ from 75: 75 - 47.5 = 27.5

Convert to miles
 $27.5 \times 1.60934 = 44.25685$

27.5
 1.60934

 44.25685

Poster to display in class

<https://drive.google.com/drive/folders/1nwATQLBCXyRHzeqWJKRYs79dQsC7pKQP>

