



## **Feedback for Learning policy October 2018**

### **Introduction**

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective feedback for learning at Glemsford Primary Academy.

**Glemsford Primary Academy recognises the latest Ofsted guidance referring to marking and feedback and these principles can be found in appendix 3.**

**School policy is informed by the Unity Schools Partnership Trust guidance. The foundation principles are that**

- a) 'Dialogue' is the key to good feedback and learning.**
- b) There is a 'feedback loop' that informs assessment, planning and learning.  
\*DTL"**

### **Rationale**

Glemsford Primary Academy is committed to providing relevant and timely feedback to pupils, both orally and in writing. Feedback for Learning aims to clarify and deepen the impact teachers have on moving learning forward. Feedback, at the right time, is integral in addressing misconceptions, challenging thinking, creating a dialogue and developing the learning. At Glemsford Primary Academy, we aim to:

- Provide consistency and continuity in feedback throughout the school so that children have a clear understanding of teacher expectations.
- Use the feedback system as a tool for formative ongoing assessment.
- Improve standards by encouraging children to give of their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue which will move the learning on and encourage all pupils to develop a sense of ownership of their work and progress.
- Focus thinking and learning on specific examples in children's books as opposed to general comments at the end of a piece of work. This is called the 'Green Box Focus'.
- Provide opportunities for children to demonstrate MASTERY through 'HAT' questions (How about this?)

### **Non – negotiables:**

A copy of 'appendix 2' should be displayed for reference in all classrooms / learning areas.

Teachers are to mark and give feedback in PURPLE only.

HLTAs / TAs are to mark and give feedback in BLUE only.

Children are to self / peer assess / mark and feedback in RED only.

Feedback: All learning needs to be 'marked' by an adult. This does not need to be a written comment or, indeed any feedback, it is purely to indicate to children and SLT / subject

leaders / Governors that the learning has been 'seen' and acknowledged. Marking may simply be an indication against the learning objective.

Feedback:

- **Teachers are to 'live mark' whenever possible and provide feedback using 'N' to indicate THE NEXT STEP IN LEARNING**
- **A purple tick or star / tick will be used to identify strengths and good learning.**
- **Red ink is for CHILDREN only and is used to respond to 'N' comments posed in purple/blue by the teacher/TA. These are to be questions to elicit responses from children to challenge / extend their understanding. The clear difference in colour from teacher and child should show clear dialogue and child led feedback.**
- **Misconceptions in learning will be circled and commented on if appropriate.**
- **Additional symbols can be used if appropriate for the style of learning in that classroom. Teachers are responsible for any additions to the code and to ensure they are used consistently and appropriately.**

Peer and self-assessment (including a range assessment for learning techniques) should be encouraged and supported by teachers' planning. Children are to reflect with **red biro** on their learning and indicate (age appropriately) on how they found the learning and how they can improve. Extensive self / peer assessment which promotes 'dialogue' between teacher and child should be evident in books.

L.O. slips are to be ticked, either by teacher in **purple / blue** or child in **red**, to indicate their stage of understanding, as follows:

- **a full tick is full understanding;**
- **a dashed tick demonstrates insecure understanding;**
- **a dot indicates the learning is far from achieved. (See exemplar appendix)**

Each child should expect feedback that poses thoughtful responses from the children in both maths and English every week. Books should show the feedback developing learning over time.

**Positive comments that build self-esteem and are specific to learning are invaluable and should be clearly evident in books. A star should indicate strengths and positives. A 'double tick' indicates a significant strength.**

**'RT' Reflect / response time can be added by children at the end of lessons in red pen.**

All interventions should be recorded in main exercise books and feedback provided immediately by whoever is leading the session. This will provide evidence of reflective teaching and effective use of assessment for learning.

As a general rule, whoever leads the lesson is responsible for feedback.

All supply teachers / HLTA are expected to feedback on lessons they have taught ideally during the session.

NB 1: HLTAs; There is NO expectation that books need to be assessed outside contracted hours

(There are exceptions to this rule in the case of 'last minute cover' or staff being flexible and covering / teaching sessions they were not initially 'meant' to teach.

**Appendix 1**

**L.O.**

BLP Focus: **Resourcefulness**  
Teacher Self/Peer



1.			
2.			
3.			
4.			

I have shown that I'm a resourceful learner

I worked:

independently  with a Partner  with an Adult  with Resources

**L.O.**

BLP Focus: **Reflectiveness**  
Teacher Self/Peer



1.			
2.			
3.			
4.			

I have shown that I'm a reflective learner

I worked:

independently  with a Partner  with an Adult  with Resources

**L.O.**

BLP Focus: **Reciprocity**  
Teacher Self/peer



1.			
2.			
3.			
4.			

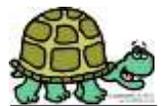
I have shown that I'm a reciprocal learner

I worked:

independently  with a Partner  with an Adult  with Resources

**L.O.**

BLP Focus: **Resilience**  
Teacher Self/peer



1.			
2.			
3.			
4.			

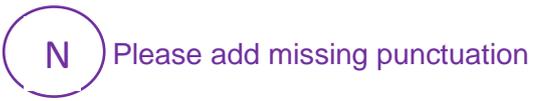
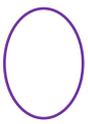
I have shown that I'm a resilient learner

I worked:

independently  with a Partner  with an Adult  with Resources

## Appendix 2

### Marking and feedback key

Symbol	Meaning	Example
	Full understanding Developing understanding Clear misconceptions	
	Next step in learning	
<b>RT</b>	Response time (child only)	<i>RT Today I struggled with the learning.</i>
	An error in learning / correction focus	$\begin{array}{r} 52 \\ + 45 \\ \hline 68 \end{array}$

## Appendix 3 Ofsted guidance:

### Pupils' work

- Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.
- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.
- If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

Review date: October 2020