



Feedback for Learning policy September 20 – COVID amendments

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.

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.

Non – negotiables:

A copy of 'appendix 1' 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 maths and English lessons to have a 'whole class feedback' sheet completed.

Books do not always need a written comment or, indeed any feedback. It is preferable that any marks on learning are made during the lesson.

COVID 19

Due to the ongoing challenges COVID19 places on teachers, there are amendments required for this policy.

- **Teachers should not be taking books home to mark.**
- **Where possible, children should use the ipads to photograph work to send to the teacher to mark and provide feedback.**
- **Highlighted section below is not relevant to COVID 19 times and should be completed remotely wherever possible. Please see additions below.**

Feedback:

- **All lesson feedback to be recorded on whole class feedback sheet. This will record the children that are secure +, support, common misconceptions, what post teaching / intervention may be required.**

There is also opportunity to record general feedback / praise which can be given to the class at the end of / beginning of the lesson.

- Whole class feedback sheets are to be filed so can be consulted alongside books
- ~~Teachers are to 'live mark' whenever possible and provide feedback using 'N' to indicate THE NEXT STEP IN LEARNING – Provide remotely when possible~~
- 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 – completed by children and sent to adults via ipads if possible
- 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 – this will be completed remotely where possible.

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. This can still be done, and teachers review books left open at a distance.

~~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. – not possible. Use PiXL PLC to record intervention impact.~~

~~Spellings – age related expectations. High frequency words spelt incorrectly should be corrected. Words from taught spelling patterns should also be identified for correcting – completed remotely if possible.~~

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.

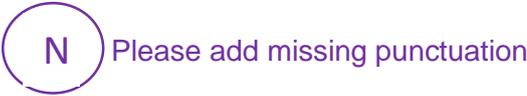
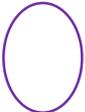
Andrew Scott

Deputy Headteacher

July 2020

Appendix 1

Marking and feedback key

Symbol	Meaning	Example
	Full understanding Developing understanding Clear misconceptions	
	Next step in learning	
RT	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 2

Whole class feedback: Maths / English

Date

L.O.

Secure +	Support	Common misconceptions	Post teaching / follow-up

General feedback	
Specific praise	
Absent / missing	