

# **Priors Hall – a learning community**

## **Feedback Policy 2020-21**



**According to the Teachers' Standards 2011, it is a requirement that all teaching staff give children regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.**

**Adopted: 1<sup>st</sup> September 2020**

**Review Date: 1st July 2021**

## **Effective Feedback at Priors Hall**

At Priors Hall, we use both written and verbal feedback so that children understand and have ownership of how to improve their work. All adults provide continuous personalised feedback to children, ensuring that goals stretch and challenge children of all backgrounds, abilities and dispositions.

### **Our feedback cycle is:**

**Step 1:** That *all* children are given the opportunity to check their work, edit where needed and self-assess using the shared success criteria therefore taking ownership of their learning throughout the lesson.



**Step 2:** After recording their self-assessment, children self-evaluate by placing their books in the corresponding pile so that teachers can quickly assess levels of understanding to inform planning and appropriate intervention.



**Step 3:** Adults must mark children's work daily using the marking code. This must inform teaching and learning including the teaching sequence. Planning must be clearly annotated accordingly, showing the needs of individual/groups of children.



**Step 4:** Within a learning session, children **must** be given time to respond to written feedback in purple pen. It is the teacher's responsibility to use this time to support children in responding accurately to feedback. Any new misconceptions still need to be addressed.

### **Impact of Cognitive Feedback**

Cognitive feedback is information given to children about their performance relative to learning objectives. It aims to help children reflect on the quality of their problem solving processes and solutions so that they perfect their skills independently. Teachers provide cognitive feedback through prompts, cues or questions. Feedback can be oral or written and come from teachers or peers. Research suggests that quality feedback has high effects on learning. At Priors Hall, in order for feedback to be quality we:

1. Give specific, accurate and clear feedback
2. Encourage and support further effort
3. Give teachers and support staff ongoing training

4. Ensure that feedback is about more complex or challenging goals as this is likely to emphasise the importance of perseverance and effort.

### Priors Hall's Marking Process

All books must be marked in pen, not highlighter – Maths, English, Reading Journals and Curriculum books. Live Feedback should be given throughout lessons and recorded in pink.

Green	Highlighting success within the learning criteria
Pink	Teacher addressing misunderstanding within the learning criteria, Teacher giving a next step. Must be something a child can <b>do</b> not just remember. Live feedback to be noted in pink.
Purple	Children responding to marking, including errors.
Pencil	Peer/Self marking – initials to be recorded next to triangle

GG (golden goals)	Basic Skills for children to remember. e.g.	
	A	capital letters
	.	Full stops
	//	Paragraphs
	; :	
		Do not put capital letters in the middle of a sentence.
GG must be recorded at the end of the work and the comment should be copied into child's GG book so that they can be responsible for checking their GGs in each lesson.		

Class Teacher must follow up pink pen targets systematically as follows.

Teachers marking: Add in capital letters and full stops

Child responds in purple when completed. Add in capital letters and full stops CW ✓

Teacher checks response completed: Add in capital letters and full stops CW ✓TM

## Verbal feedback

At Priors Hall, we acknowledge that for children to reach their maximum potential, a combination of high quality, relevant written and verbal feedback is essential. This supports children in recognising the progress that they have made and enables them to accurately reflect on their individual emerging needs.

It will be evident that teachers have provided clear verbal feedback through visible progress in lessons, pupil voice and annotated plans which reflect the breadth of teaching and learning within the classroom.

### **'Golden Goals'**

In order to promote scholarship, independence and responsibility, children will be encouraged to record their own individual targets. These will be referred to as 'Golden Goals' and should be documented in the back of their books. Children will refer to these to reflect upon and improve their work.

Class teachers are responsible for reviewing children's 'Golden Goals', ensuring that each remains specifically relevant and purposeful. A child should work towards achieving any one of their 'Golden Goals' independently for a maximum of three weeks. Following this period of time, it should be reviewed by the teacher who should introduce further measures for individualised support.

Before each independent write, children will select a maximum of two 'Golden Goals' alongside the genre targets.



Date	Golden Goals – addressing basic skills	Evidence
15.12.19	X 2 table facts and division	✓ TM 21/1
	Spelling: would, come, some	
	Do not put capital letters in the middle of a sentence.	

## Presentation Expectations

### 1. Date written at the top from margin

- Full date English and topic
- Short date Maths

### 2. Title at top of page from margin

- Written on second line in English & Maths book by children Y1 to Y6
- For Write Stuff, the skills being taught must be recorded at the top of each third on the jotter page and must be underlined. All children's jottings to be recorded underneath.

\*\* Leave a line between the date and the title

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### 3. Children should write using Kinetic Letters

### 4. All children should be beginning to join by Year 3 Easter term.




5. All children to write in pencil until the start of Year 4.

6. Single lines through errors using a ruler, no rubbers

## Marking Code

Initials to be recorded if being marked by someone other than Class Teacher

### Key Stage 1




<b>S</b>	<b>Supported</b> Any piece of work which has required adult support beyond initial input
	<b>A positive feature within work</b>
	<b>Objective met within work</b>
<b>P</b>	<b>Presentation point awarded – bottom left corner</b>
	<b>Mathematical/Factual error</b> Children to correct during response time
<u>sed</u>	<b>Underline misspelt words</b>



	HFW or topic words – correct spelling to be given at the end of piece and chn to put into a sentence during response time.
<b>GG</b>	<b>Basic skills from previous years. Children to record in Golden Goals book.</b>

**Misspelt words – do not use in independent writes**



## Key Stage 2

<b>S</b>	<b>Supported</b> Any piece of work which has required adult support beyond initial input
	<b>A positive feature within work</b>
	<b>Objective met within work</b>
<b>P</b>	<b>Presentation point awarded – bottom left corner</b>
	<b>Mathematical/Factual error</b> Children to correct during response time
<u><b>sed</b></u>	<b>Underline misspelt words</b> Children to find correct spelling as part of response to marking
<b>GG</b>	<b>Basic skills from previous years. Children to record in Golden Goals book.</b>

**Misspelt words – do not use in independent writes**

## Self-assessment Codes

/	<b>I need more help with it.</b>
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	<b>I am working on it.</b>
	<b>I got it.</b>

Now put your book on the pile in front of the code you relate to most for the lesson.

## Independent Writing

During independent writing, children's work will be marked using the following three codes:

**E1** Basic errors such as spelling, grammar from previous years and punctuation.

**E2** Re-write a section to add clarity.

**E3** Re-write a section of the piece adding more detail. This should be done on a flap and stuck in the margin of the piece of work.

At the bottom of each piece of work, teachers write each of the code alongside the number of errors children should find, e.g. **E1 10**.

All editing in independent writing should be in purple pen.

Safeguarding is everybody's business. Priors Hall – A Learning Community has an unwavering commitment to safeguarding to ensure that all our children and young people are safe and feel safe; that children, parents / carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm. In essence, we instil a culture of vigilance. All concerns should be given to our school Designated Safeguarding Leads, Ben Lynch, Tess McQuade, Jenna Smith or Alex Crawford.

- In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must report this immediately to the DSL or to a member of the Safeguarding Team who will make a referral directly to Northamptonshire Multi-Agency Safeguarding Hub (MASH).
- If a child or other person is at immediate risk of harm, the first response should always be to call the police on 999. This Policy applies to all adults, including volunteers, working in or on behalf of Priors Hall – A Learning Community.