

Priors Hall – a learning community

Feedback Policy

2021 - 2022



'Ready for Learning, Ready for Life'

"Feedback is information and advice, whether verbal or written, which improves a child's learning" (Mary Myatt)



Curiosity



Kindness



Resilience



Respect

Effective Feedback at Priors Hall

At Priors Hall, we acknowledge that written feedback only represents a portion of the high-quality feedback all children receive during their learning experience. We believe that it is essential for children to understand, and have ownership of, their learning. A combination of personalised verbal feedback, whole class feedback and next step written feedback is used to support, challenge and deepen all children's understanding and learning, regardless of their starting point.

To inform this policy, educational research and findings by the Education Endowment Foundation has been used. For further information, please visit: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>

This policy should be used in conjunction with the Curriculum Policy, Assessment Policy and Teaching and Learning Policy.

The Feedback Cycle

Step 1: Following the input to a lesson, teachers and support staff provide verbal and live feedback, addressing misconceptions and errors within the lesson. Children respond to this using purple pen.



Step 2: At the end of a lesson, and following verbal feedback from teachers and support staff, children self-assess their work using the triangle codes.



Step 3: Teachers and support staff review all children's books and update the whole class feedback sheet (see Appendix 1) in preparation for the next lesson. Where appropriate written next step feedback may be given; however this should be personalised to specific children's needs.



Step 4: Lesson planning is adapted following the completion of the whole class feedback sheet. Whole Class Feedback starter slides (see Appendix 2) are added to planning and shared with children at the start of the next lesson.



Step 5: Children respond at the start of the next lesson to any next step written feedback in purple pen. They should also complete the 'Look Again' and, where appropriate, 'Dig Deeper' task on the whole class feedback slides.

Written Feedback Code



All books must be marked in pen, not highlighter; this includes maths, English, reading journals, science 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 do not just remember. Live feedback to be noted in pink.
Purple	Children responding to marking, including errors.

All teachers and support staff to initial in the top left-hand corner of a piece of work to acknowledge they have seen a piece of work. This includes English, maths, reading journals, science and wider curriculum books.

Years 1 to 6

S	Supported Any piece of work which has required adult support beyond initial input
	A positive feature within work
	Objective met within work
P	Presentation point awarded – bottom left corner
●	Mathematical/Factual error Children to correct during the lesson or at the start of the next lesson.
E1 (sp) (caps) (punct)	E1 basic writing error Spellings, capital letters, punctuation. *Teachers and support staff may choose to write (sp), (caps) or (punct) to prompt children as to which types of E1 error to look for; however this should not be used during independent assessed writing pieces.
E2	E2 lacking clarity Identified section of independent work lacks clarity. The child redrafts this section at the bottom of the piece, writing E2 in the margin to show where this error has been addressed. This should be in purple pen.
E3	E3 lacking detail Identified section of independent work lacks detail. The child redrafts this section on lined paper in purple pen. They then stick this in as a 'flap' over the redrafted section of their independent piece.
LA	Look Again activity
DD	Dig Deeper activity

Verbal feedback

At Priors Hall, we understand the importance that high-quality verbal feedback has on developing children's understanding and knowledge. We value timely and targeted feedback and believe that many misconceptions can be addressed within lessons.

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.

Whole Class Feedback Sheets

Following a lesson, and the teacher and support staff providing children verbal and live feedback to children, a Whole Class Feedback sheet is completed recording key elements of the lesson and capturing the main formative assessment points. These notes impact will determine next steps in planning and be used to create the Whole Class Feedback Starter activities for the next lesson in the sequence.

Whole Class Feedback Starter Activities




At the start of each lesson, whole class feedback should be given when appropriate to address common misconceptions identified by teachers when reviewing lessons and filling in their 'Whole Class Feedback' sheet. There are three areas in which teachers should provide whole class feedback: Look Again (addressing common misconceptions), Dig Deeper (encouraging children to delve deeper into the previous lesson's independent work) and Great Examples (showing high quality examples of children's work which demonstrated the key outcomes).

LA and DD should be written in the margin of a piece of work in which children have returned to and completed whole class feedback. Children must write these amendments in purple pen.

See Appendix 2 for examples.

Self -Assessment Codes

At the end of each lesson, children self-assess their independent work using the following codes:

	I need more help with it.
	I am working on it.
	I got it.

Children place their books in a pile next to the icons above to allow the teacher or support staff to evaluate children's self-assessment.

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 x10**.

All editing in independent writing should be in purple pen.

Presentation Expectations

1. Date written at the top from margin
 - English, reading journals, science and wider curriculum books must have the full date (Monday 1st September 2021)
 - Maths books must have the short numerical date (01.01.21) written with one digit to one box
2. Title at top of page from margin
 - Written on second line in all exercise books by children Y1 to Y6.
 - For Write Stuff, the skills being taught must be recorded at the top of sections 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 **

3. Children should write using Kinetic Letters formation.
4. All children should start to join their handwriting by the end of the Spring term in Year 3.
5. Pencil should be used by all children reception to Year 3 and black biro pen used from Year 4 to Year 6.
6. Single lines through errors using a ruler, no rubbers.

Safeguarding Statement

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 (DSL)**, **Tess McQuade (Headteacher and DDSL)**, **Justin Pye (KS2 Lead and DDSL)**, **Charlotte Brazier (EY/KS1 Lead and DDSL)**, **Jacqueline White (Inclusion Lead and DDSL)**, **Alex Crawford (Nursery Lead Teacher and DDSL)** and **Jenna Smith (DDSL)**.

- 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) on **0300 126 7000**.
- 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.
- If a concern is in relation to a member of staff at Priors Hall (who is not the Headteacher), please contact Tess McQuade on **01536 216090** ext **303** to report this concern. If a concern is in relation to the Headteacher, please contact the Chair of Governor (Sue Gardner) via email on sgardner@iftl.co.uk or IFTL Safeguarding Lead (Kim Kemp) via email on kimkemp@iftl.co.uk.

Appendix A: Whole Class Feedback Sheet

Marking and Feedback Record

Year Group:	Class Teacher:
Lesson:	Date:

Next Steps in Learning		Misconceptions/ Errors	
		Support Needed	
Good Examples	Presentation Issues	Spelling Errors	Revisit / More time

Appendix B: Template for Whole Class Feedback Starter slides

Great examples	Look again	Dig Deeper
