

**Feedforward Policy 2022-2023**

Aims

Lady Jane Grey is committed to using feedforward to support learning. Feeding forward should be purposeful and manageable for staff. It should be part of a child’s learning process and enable children to support them in gaining self-esteem through building on their learning and support them in identifying areas for development. We aim that feedforward should be given through verbal praise, questioning and challenge. We believe that through feeding forward we will enable allow children to fulfil their full potential to be independent learners and be the best they can be.

Principles

* Feedforward should further children’s learning.
* Written comments should only be used where they are accessible to students according to age and ability.
* Feedforward delivered closest to the point of action is most effective.
* All staff have a part to play to provide meaningful and valuable feedforward within lessons.
* Feedforward is often a two-way process for staff and pupils as part of assessment for learning in the classroom and can take many forms.
* Staff are able to gather feedforward and assessment that enables them to adjust their teaching both within and across a sequence of lessons through the learning objectives.
* Feedforward is a part of the school’s wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons.

**Date prepared:** October 2022

**Date Approved by Full Governing Body:** 26th October 2022

**Date of Next review:** September 2023

Learning objective and Success Criteria

Feedforward will be focused around the use of a **learning objective** and **success criteria**.

* For Maths, English and Science, children will be provided with a printed copy of the lesson’s **learning objective** and **success criteria**.
* For other subjects in Key Stage 1, where learning is recorded in books, children will be provided with a printed **learning objective** in their book.
* For other subjects in Key Stage 2, where learning is recorded in books, children will write the **learning objective** in their book when time is available. Otherwise it can be printed.
* For subjects where learning is not recorded in books (music, PE etc.), learning objectives will be shown to the children or explained as part of the lesson.

Learning objectives and success criteria will be formulated using end of year expectations set out in planning based on the National Curriculum.

This process will allow staff to assess whether pupils have met the learning requirements or whether further support or practice is needed.

Children will also have the opportunity to communicate their learning journey and whether they feel they have met the **learning objective** or need further support and/or practice.

Staff will ensure all children understand the **learning objective** and **success criteria** as part of the lesson.

Feedforward

Verbal and written feedforward both have an important role in the learning process at Lady Jane Grey Primary School.

Verbal feedforward

Verbal feedforward and written has an effective role in teaching. The class teacher will focus on immediate verbal feedforward during the lesson to discuss the learning and task with pupils in order for it to be effective towards their understanding. When this occurs a “VF” is written in the margin beside the learning point being discussed. This can be recorded by the child on instruction from the teacher or learning support.

Feedforward is focused on helping children to meet the learning objective and success criteria. This is given throughout the lesson.

Written feedforward

Staff will highlight the success criteria when checking work in order to clearly show where children have succeeded in relation to the **learning objective** and **success criteria**.

If the success criteria have not been met, staff will use this as part of their assessment and give in person feedforward individually or as a group at the next learning opportunity.

A one-page feedforward record should be made at the end of English and Maths lessons. See Appendix A.

Maths

In maths teachers will develop self-assessment at an age appropriate level. Where children are not able to identify if they have answered a question accurately the staff will mark during the lesson or afterwards, where appropriate. Staff will check that children are self-assessing accurately when they highlight the learning objective and success criteria.

For a learning objective that has been misunderstood this should be addressed within the week - it can be as a whole class; in a small group as an intervention; or on a 1:1 basis as decided by the class teacher. The class teacher will signify to the child if they feel further support is needed by writing CAT (Come and Talk) beside the success criteria.

English

In English, errors should be identified in the margin. Spelling and grammar errors should be made explicit. However, the identifying of errors should be reflective of the child’s ability. Feedforward of this nature is progressive and may be heavier on the onset of the year but should be pulled back as year group objectives are covered, encouraging pupils to become independent within their checking and editing skills.

KS1

In Key stage 1 it is important that spelling, punctuation and grammar errors are identified through teacher feedforward. This provides clear direction for the pupils to see where mistakes have occurred. It provides the teacher with the next steps for future lessons to strengthen core skills. Pupils are still expected to assess their work using the success criteria given by the teacher and in time become competent at self-correcting. To aid this, success criteria should be clear and concise. The teacher can use visual prompts to help explain feedforward to children.

Foundation Stage

Foundation stage will use a pictorial mark scheme for feedforward on the children’s learning. The children will use the images as a success criterion. There will be a written definition for the adult support underneath.

Learning objectives will be introduced from December onwards depending on progress of learning.

Writing

For writing assessments in English, children will carry out an independent piece of writing that will be marked against year group non-negotiables statements. When assessed this should include a next step which is taken from their writing assessment that is included next to the assessed piece of writing. The next step is indicated by an arrow.

Spelling

In Key Stage 1, the feedforward on spelling will focus on the high frequency words and common exception words. The corrected spellings will be recorded in the margin for the pupil to practise in the margin or the bottom of the page.

In Key Stage 2, the feedforward will be progressive and contingent on children’s development as spellers and editors.

Editing

Part of being an independent learner means staff should be giving pupils the opportunity to check and edit their work. Planning will build in time for checking and editing; specifically in writing, as this is a necessary element of meeting the expected standard at the end of KS2.

Peer Assessment

Peer assessment is encouraged and used within the mastery approach to teaching and learning. It allows pupils to extend their learning by applying their understanding in different contexts.

Homework

Homework will consist of reading and maths. Homework will be given out on a Wednesday and children shall return their homework the following Monday to allow it to be checked before Wednesday. Spellings will be learnt in school. Current spellings will be communicated to parents via the Seesaw app.

Stamps

A smiley face stamp will be used when a pupil has shown high levels of independent thought in learning, tried their very best or surpassed the success criteria.

Presentation of work

For Foundation subjects, a unit front cover should be used to announce the start of a new area of learning. For Maths, Grammar and any other work recorded in books, a front cover is not required. The layout of work remains the same, regardless of subject.

Roles and Responsibilities

*Headteacher/ Senior Leadership Team*

* Ensure policy is fully implemented across the school
* Evaluate the effectiveness of the policy against progress and assessment information
* Review policy annually
* Consult stakeholders regarding effectiveness and suitability of policy
* Support staff members to fully implement policy into practice

*Classroom teachers, Higher Level Teaching Assistants & supply staff*

* Fully implement the school’s feedforward policy
* Ensure every learning objective with recorded work is marked (either by staff or peer marked by pupils)
* Use verbal and written feedforward as an opportunity to offer constructive feedforward
* Use praise in a meaningful way as to motivate pupils whilst valuing a positive attitude towards learning
* Communicate with other colleagues about feedforward and assessment

*Learning support assistants*

* Mark work completed with groups of pupils, following the feedforward policy and initial any work marked
* Use verbal feedforward as an opportunity to offer constructive feedforward and record accordingly
* Communicate with the class teacher about a pupil’s progress when supporting a group and/ or individual