

Kings Road CPS



Strategic Feedback Policy

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Excellence, in every area without compromise

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1. Introduction

At Kings Road Primary School, we know the importance of having a rigorous assessment process. Due to this, teachers and support staff are continuously monitoring and evaluating children's progress through marking, observations and feedback. Children are encouraged to play an active part in assessing their own progress and setting targets.

In addition to the formal summative assessments, which we carry out termly, we also assess children formatively through everyday questioning and observations. High quality feedback plays a key role in this process and is fundamental to both learning and assessment.

In order to develop our approach to feedback further we now have a bespoke Strategic Feedback model in place. In adopting a child centered approach to feedback we are looking to develop self-reflective children who can take responsibility for moving their learning on, however, teachers are still responsible for the progression of each child.

We are aware that adopting this practise will mean that there may be less coverage per lesson to allow for 'in the moment' feedback, but expect that this will facilitate a more thorough exploration and understanding of what is covered.

2. Aims

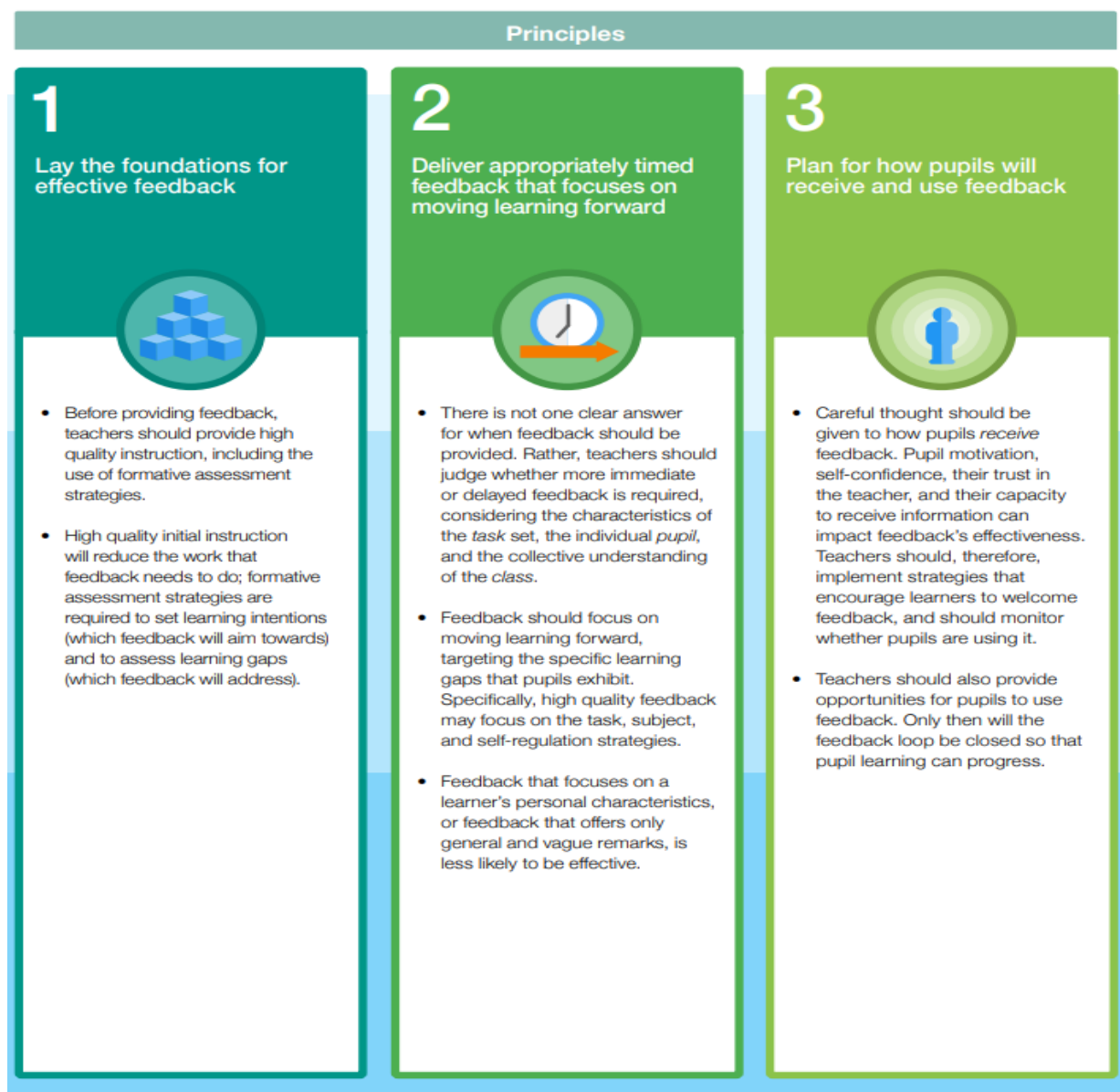
The Strategic Feedback model aims to:

- ▶ Enable high quality reflection
- ▶ Have a direct impact on learning and progress
- ▶ Further children's learning
- ▶ Remove generic and /or cold marking
- ▶ Have a key role within the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- ▶ Improve staff work-life balance and well-being by reducing time marking after a lesson
- ▶ Follow the principles from the EEF in delivering effective teacher feedback to improve pupil learning.

The Strategic Feedback model aims to further children's learning by:

- ▶ **Empowering children to take responsibility for improving their own work. We are aiming to encourage our learners to be proactive and self-reflective.**
- ▶ Providing 'immediate' guidance and feedback that can be acted upon by the child. Children should receive feedback either within the lesson itself or receive it in the next appropriate lesson.
- ▶ Using written comments only where necessary to support the children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- ▶ Ensuring new learning is recapped and revisited. New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. (Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it). Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Education Endowment Foundation Principles



3. Expectations

It is now expected that, where appropriate, each lesson will start with 5-10 minutes of 'fix-it time' these should be used to act upon whole class feedback or more individualised/ group feedback, enabling children to reflect upon prior learning or consider next steps before any new content is received.

It is expected that all pupil's work will be seen by the teacher and/or teaching assistant working with a child or group of children.

For foundation subjects, feedback *may* be given in the form of;

1. Verbal feedback – indicated with VF symbol (green pen) where more focused conversation has taken place
2. Staff member's initial (indicating the work has been seen in green pen)
3. Peer marking (purple pen)
4. Self-marking (purple pen)

For core subjects (English, mathematics and Science), pupil's work will *a/ways* have one form of feedback as listed 1 -4 above.

Early Years

In the EYFS, feedback is in the moment and responsive to child initiated play as well as to adult guided learning. Teachers and Teaching Assistants stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions. In their interactions with children, Teachers and Teaching Assistants should respond to their own day-to-day observations about children's progress and observations that parents and carers have shared. There is no requirement for feedback to be recorded or provided in written format.

3.1 Expectations in English KS1

- Planning of work in English book. Final piece written straight into Royal Write book.
- Verbal marking 'in the moment', with feedback and marking specific to what has been taught rather than trying to mark everything. Use KR marking codes for KS1 to identify assessment of the feedback given.
- 1:1 consultation during planning process. Use the VF code to show that a more thorough 'consultation' has taken place with the pupil.
- Effective use of editing opportunities, eg: during 1:1 consultation; use of prompts for punctuation, handwriting, spelling and content checking.
- For each unit of work, the 'Steps to success' will be shared with the children (prior to the Royal Write) and will be stuck into their Royal Write books. These steps will act as a prompt during the writing process. They will be ticked by the children during self-assessment, on completion of writing. The teacher will then highlight in yellow or green (depending on whether the criteria have been met or not). This feedback will then provide an opportunity for editing.
- Year group moderation of Royal Write books before end of term data is submitted.
- Phonics – children working within phases 3-6 should complete written work mostly in their 'phonics jotters' (occasional whiteboard use when appropriate). Feedback in phonics will be verbal and in the moment. Phonics jotters will not be marked, however evidence of feedback informed work should be evident.

Expectations in English KS2

Refer to the full English policy for detailed guidance.

The current cycle for teaching English will be reviewed and adjusted to allow for:

- Verbal marking 'in the moment', feedback and marking specific to what has been taught rather than trying to mark everything. Use KR marking codes for KS2 to identify assessment of the feedback given.

Consultations

- 2 days of editing to allow class teachers to give strategic verbal feedback to each child during the drafting stage and to allow children the time to reflect upon and edit their working at the drafting stage. Purple polishing pens will be utilised at this stage.
- Use the VF code to show that a more thorough 'consultation' has taken place with the pupil.
- For each unit of work, the 'Steps to success' will be shared with the children (prior to the Royal Write) and will be stuck into their Royal Write books. These steps will act as a prompt during the writing process. They will be ticked by the children during self-assessment, on completion of writing. The teacher will then highlight in yellow or green (depending on

whether the criteria have been met or not). This feedback will then provide an opportunity for editing.

- Effective implementation of 'polishing pit stops' (editing stations) over these 2 days of editing.
- Another teacher within the year group to look over a selection of books each half term. During this time the year group teacher will choose that weeks' Royal Writer, this will also serve a number of purposes in addition to recognising the achievements of our pupils, including developing our approach to in-house moderation and enabling us to share good practice.
- A high quality final piece should be produced in the Royal Write book. This will remain 'untouched'.
- Year group moderation of Royal Write books before end of term data is submitted.

Many existing expectations will remain for **KS1 & KS2**, including:

- A key focus on developing vocabulary.
- High standards for all pupils. This should be evident in all books.
- Royal Write expectations for marking at the drafting stage. Refer to the English Policy for full details.
- High standards for pupil presentation in books. Refer to the Presentation Policy for full details.

3.2 Expectations in Maths KS1

1. Teachers should look through every child's piece of work and should give verbal feedback to individuals to address misconceptions where appropriate through consultation.
2. The code VF should be put on the piece of work where this has been used during consultation.
3. Whole class feedback should be used when appropriate to deal with misconceptions and/or to move learning forwards. This can be done in 'fix it' time.
4. Where there are errors or misconceptions, these should be addressed through consultation or 'fix-it' time but then with a follow-on question to check pupils understanding. This could be oral or written during the consultation or 'fix it' time.
5. If a child has fully understood the learning, then a challenge question could be posed to deepen the pupils understanding.

Many existing expectations will remain, including:

- A key focus on developing vocabulary
- A balance between knowledge of arithmetic and application of reasoning skills.

Expectations in Maths KS2

6. Where appropriate pupils will self-mark or peer- mark their work. Peer and self-marking should be done using a purple pen, a small dot should identify errors and a small tick should be used to identify questions and calculations completed successfully.
7. Teachers should look through every child's piece of work and should give verbal feedback to individuals to address misconceptions where appropriate through consultation.
8. The code VF should be put on the piece of work where this has been used during consultation.

9. Whole class feedback should be used when appropriate to deal with misconceptions and/or to move learning forwards. This can be done in 'fix it' time.
10. When there are errors or misconceptions, these should be addressed through consultation or 'fix it' time but then with a follow-on question to check pupils understanding. This could be oral or written during the consultation or 'fix it' time.
11. If a child has fully understood the learning, then a challenge question could be posed to deepen the pupils understanding

Many existing expectations will remain, including:

12. A key focus on developing vocabulary.
13. A balance between knowledge of arithmetic and application of reasoning skills.

3.3 Expectations in Science

14. Class teachers must work to actively identify, explore and address misconceptions.
 15. Teachers should look through all children's work and give verbal feedback to individuals to address misconceptions where appropriate through consultation.
 16. The code VF should be put on the piece of work where this has been used during consultation.
 17. Whole class feedback should be used when appropriate to deal with misconceptions and/or to move learning forwards. This can be done in 'fix it' time.
 18. Where appropriate pupils will self-mark or peer-mark their work. Peer and self-marking should be done using a purple pen, a small dot should identify errors and a small tick should be used to identify work completed successfully.
 19. At the end of each science unit using the 'Knowledge of Kings', children to highlight, self-assess, the key facts that they fully understand and can recall. This can be, and should be, revisited at any point throughout the year.

Many existing expectations will remain, including:

- A key focus on developing vocabulary
- Impact Summary statements to be completed for each science unit including, working scientifically skills, for all children in each class.

3.4 Expectations in Foundation Subjects

20. Class teachers should provide immediate feedback through either;
 1. Verbal feedback – indicated with VF symbol (green pen) where more focused conversation has taken place
 2. Staff member's initial (indicating the work has been seen in green pen)
 3. Peer marking (purple pen)
 4. Self-marking (purple pen)

Many existing expectations will remain, including:

- A key focus on developing vocabulary.
- Impact Summary statements to be completed for all children in each class

3.5 Moderation

Moderation of standards within subjects and of marking and feedback will continue to play an intrinsic part within our schools on-going evaluation of teaching and learning. It may be observed/ assessed informally during times such as lesson drop-in's, Learning Walk Wednesdays and informal conversations, and more formally within times such as book looks, Tracking and Progress meetings and formal lesson observations.