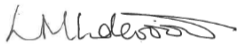


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Policy Review Date:	November 2024	Mrs Louise Underwood (Head Teacher)		15.9.2024
Adopted by Governing Body:				
Chair Of Governors:		C Brown		25.11.2021
		Dr Ed Chester		20.9.2024



Avenue Feedback Policy 2024- 2027



Rationale of feedback

The aim of feedback is to improve the quality of teaching and learning in the classroom across all curriculum areas.

Feedback is an integral part of assessment and target setting and the outcomes inform short, medium and long term planning.

Its rationale is to enable every child to achieve their full potential.

Purposes of feedback

- To value the child's learning
- To identify what the child has done well in relation to their learning which may include the learning objective, success criteria or the child's individual target/s
- To enable the child to understand ways in which the work can be improved
- To assess the child's skills/knowledge and enable continuity and progression
- To evaluate the success of the lesson through the different types of assessment (self, peer, teacher assessment). Is the child learning what was intended? Does everyone understand the success criteria?
- To inform forward planning/review
- To inform parents or other adults of achievements or difficulties

Approach to feedback

Feedback can be written, oral or digital. Feedback should be specific and relate to the L.O's, success criteria and/or targets.

At Avenue, it is recognised that one to one feedback is the most valuable for all children. It should remind children of the learning and emphasise the positive aspects of the child's practical or recorded work.

Each child should expect a detailed acknowledgement of their work at regular intervals. This detailed feedback should be specific and related to the LO, success criteria and/or target/s set for that particular piece of learning or the unit of learning covered.

Best practice feedback should focus on the successes in achieving the learning.

Types of Feedback

The majority of feedback is given during the lesson through:

- Live marking
- Verbal feedback
- Learning stops
- Self-assessment in the form of a thought bubble
- Peer assessment in the form of a speech bubble.

Where feedback is **live** class teachers and support staff will indicate in books using:

- VF code – for verbal feedback
-  with a comment
-  VF – if the comment is given verbally
- highlight using a **green** highlighter pen to show evidence of success (maths exempt)
- highlight using an **orange** highlighter to show where improvements are needed (year 1 & 2, maths exempt).

Where live feedback is not possible work should be marked before the next lesson or as soon as possible using:

- green highlighters to show evidence of success
- orange highlighter to show where an improvement is needed – ensure that the children complete any improvements (KS2 only)
- VF within the next lesson OR A written wish OR A coaching / guided session.

(Writing only: a success criteria (KS2), TAF (KS1) is highlighted after every extended piece of writing.)

1. Showing Success

a) By the teacher:

English and Extended Topic Writing

Find examples of success in the child's writing that link with the learning objective, success criteria and/or target and indicate each with **a green star or highlighted in green (as appropriate)** on the learning.

Where a green star (gel pen) on the page has been used a written explanation to explain will be given. (Key Stage 2 only)

Success criteria (based on the TAFS) should be used for assessing an end of unit piece of English or topic writing. Within the writing, the symbols shown on the feedback code should be used to indicate areas of improvement for the children, whilst parts of the children's writing that link to the success criteria on the related band assessment grid should be highlighted in green. Orange highlighter or a wish will be used to indicate an area of the writing that contains errors linked to the year group agreed non-negotiables & success criteria.

Maths

In KS1 to support the children's understanding use of green and black pens, staff will use green pen for ticks and black pens for marking incorrect answers and for modelling.

In KS2 learning in maths should be ticked with black pen if correct and marked with a black dot to signify that the answer needs to be checked. This can either be done during live marking or during quick marks after the lesson. Modelling in maths book should be done by the teacher or TA in black pen. When live marking in maths or giving verbal feedback, books should be annotated to show an extra question or modelled example linked to a misconception or error made.

Other subjects

Over the course of a unit of learning, it is expected that a range of feedback types are used as listed above.

Foundation Subjects Feedback

A range of feedback will be used (QM/PA/SA/VF). It will be decided which lessons will be a QM, PA & SA and a page added in. This will be on coloured paper and the short date will be on each type of bubble to show when the learning was completed.

Children will be given time to check against English objectives and non-negotiables.

b) By the pupil:

Green tick or green star (biro) parts of the learning that meet the learning objective or success criteria in all subjects.

Put a dot or symbol next to any answer that is incorrect.

Complete the relevant self or peer-assessment as applicable.

Pupils are to use their purple pen when proof reading their English and topic writing linked to their year group SPAG non-negotiables.

In other lessons, pupils can use their purple pen to make corrections to their learning. This will make it clear when they have reflected and made improvements to their learning.

2. Indicating Improvement

Teachers will highlight in orange or use a black wish to indicate on the learning precisely where the improvement should be made. Written or verbal feedback will be given.

Where quick mark feedback is used, a black wish may demonstrate an example for children to look at and not a task to do.

Where a minor improvement is needed e.g. word, phrase, sentence and not a whole paragraph a black wish will be supported by highlighting where the specific improvement is needed with an orange highlighter.

For the purposes of year 6 moderation, these scaffolds will be removed to ensure that assessment are accurate based on the children's ability.

3. Giving an improvement suggestion

Teachers will indicate specific improvements. This should be a smart learning improvement that requires the child to complete a task and not a generic comment. e.g.

- Ask a question that the child needs to answer.
- Set a next step challenge for the child to complete.
- Instructions for a child to complete e.g. please correct the ...
- Scaffold- provide examples of what they need to do and a task to complete.
- Example-giving exact sentences, words or processes to copy

4. Making the improvement

It is important to allow children the time to reflect on their feedback and make improvements to a specific piece of learning. Ideally, this will take place within lessons as a response to a learning stop or individual verbal feedback during live marking from the teacher. Time should be given for such reflection at the beginning of the next lesson where this has not been possible. Adults can be used to target children who would need support in reading or understanding teacher's feedback.

In English or topic writing, where 2 stars and a wish detailed feedback is given, children must be given an opportunity to follow up and complete feedback tasks. If necessary, the session following this learning should be left free for such improvements to be made.

Editing Flaps

Editing flaps can be used for improving writing in English, topic writing and even maths. This takes the form of a piece of paper being glued into the margin/edge of the book and the children rewriting or redoing a piece of learning in order to improve some aspect of it highlighted in their feedback.

Coaching and Intervention Time

When teachers have supported a child to make improvements during coaching sessions or intervention time, they should clearly mark this as coaching time and date the learning.

Seesaw

When Seesaw has been used by the teacher to give audio/verbal feedback to the children, teachers will mark as VF (verbal feedback). The children will then use an iPad and headphones to listen to the teacher's feedback. This will then support the children in making improvements to their learning.

Purpose of Self and Peer Assessment and Improvement

- To engage children in understanding their progress in learning and identifying their next steps.
- The aim is to involve children in the analysis and constructive criticism of their own and their peer's work.
- Time is built in to the lesson for improvement reflection in structured ways, through learning stops, verbal feedback/follow up tasks set and using a checklist against a learning objective, success criteria or target.
- Where peer-improvement is used children should engage collaboratively on one child's piece and consider and discuss improvements before repeating the process with the second child's piece.
- Self and peer-improvement should be recorded on the relevant page e.g.
 - Repetition of a maths calculation
 - Improvement of a sentence/paragraph of writing
- If an improvement is carried out in a lesson following the original learning, the short date should be written to indicate when it was completed.
- Self and peer-assessment and improvement should be clearly indicated with the appropriate code (see below) next to the improvement made.
- Teachers should tick the peer and self-assessment responses of the children to show they have looked at this work/learning, including in the topic books. Other members of staff, should initial these.

Feedback Code



Green stars



Black wishes



Green ticks or black ticks- indicate if learning is correct and indicates success
Indicate a live or quick mark



Black wish - correction or improvement needed with the incorrect part of the calculation circled

- to indicate an incorrect answer in maths

P (in the margin – KS2) - for punctuation if you are teaching it. A circle will identify where the punctuation is missing or incorrect in the text.

CL (in the margin – KS2) - for incorrect capital letters. The incorrect letter in the text will be underlined.

// - (KS2) for paragraphing will appear in the text where the new paragraph needs to begin

- (in the margin – KS2) underlined (KS1)– for the misspelling of sight words (age appropriate) or topic words as well as a line underneath the misspelt word for years 1-4.
Maximum of 3 spellings for KS1 and 6 for KS2.

Λ - missing words	ST- Supply teacher
VF- Verbal feedback given	PA – Peer-assessment
LS – Learning stop	SA – Self-assessment
F – Focus group	SI – Self improvement
TA- TA focus group / Supported group	PI – Peer improvement

EYFS Marking and Referencing (April 2024)

To be used on pieces of writing to go in Writing Books/CI Mark making /Observation comments & Learning Journeys:

- Use a green pen for positive praise
- Use a black pen for wishes/next steps
- Write your initials/date
- Write whether it was:
CI: Child Initiated I: Independent or S: Supported
AD: Adult directed VF: Verbal Feedback
- Include examples of child speak for mark making including drawings/paintings
- **Children's Writing:** Tick under a word/letter if the child has written completely independently, from memory.
- Comment if a child uses common word wall/phoneme mat
-  Positive Praise
-  Wishes in black pen for next steps of learning.

Comments should be specific and informative.

For example:



CI: 'Jasmin wrote her own sentence using the sound mat, and read it back when she had finished.'



Common word 'this' was sent home on a post it note to support spelling. (AS)



I 'Sam could hear initial and middle sounds. He needed some help with finding phonemes on the sound mat.



To find sounds on from the sound mat independently (AS)

Include the success criteria below in writing books and tick relevant boxes or draw next step wish:

A B C	●				 abc
Capital Letters	Full Stops	Finger Spaces	Writing on the line	Sounding out words	Good letter formation

Once a child becomes independent at writing in sentences that can be read by themselves and others, we will no longer tick each letter/word. Mark the writing piece as a whole and state that it was done independently. Tick the relevant boxes of the success criteria above. Include next steps to refer to for their next piece of writing. Encourage children to check their own work against the success criteria.

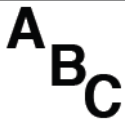
Internal Cover Supervisors:

- will write initials on all learning
- follow feedback policy on all planning, including medium term planning and PPA cover planning
- are not expected to complete a full mark in English.

Non-Negotiables Grids (KS1)

The following grids can be used in conjunction with verbal feedback. The relevant section of the grid is indicated to show successful inclusion in children's learning. Adjustments are made throughout the year as writing content progresses/ develops. These are not always evident in books, but are on all learning formats (eg. smartboard screens) to remind the children to use them.

Below are some examples....

					
Capital Letters	Full Stops	Finger Spaces	Writing on the line	Sounding out words	Good letter formation

					
Capital Letters	Full Stops	Finger Spaces	Writing on the line	Sounding out words	Good word choices

The children's feedback code page and the presentation examples will be stuck into the inside front cover of their English, maths and foundation subject books.

Supporting Documents: Presentation Policy

Additional Notes linked to feedback...

Seesaw

- The use of Seesaw is to continue when school reopens. This will be used as a tool to provide feedback on pupil's learning that is done in school. It will also allow parents to have a greater insight into the learning children complete at school and hopefully provide motivation and encouragement for the children.
- Linked to providing marking and feedback, the children will take a photo of their learning and upload it to their Seesaw account. Teachers will then give audio/written feedback using Seesaw. This will be primarily used for pieces of written work in English or topic at least once a week.

Types of and Frequency of Marking

- All types of marking as shown above can still be used.
- The frequency of marking as shown above also still applies.
- When using Seesaw to give audio/verbal feedback, VF needs to be written on the piece of learning. If written feedback is being given electronically on Seesaw, then it must be done using the coding system detailed above and below. Children must then be given the time to listen to/respond to the feedback and improve their learning.