



Crowle Primary Academy Feedback policy



The importance of feedback

At Crowle Primary Academy we are committed to ensuring that we provide relevant feedback that ensures children continually improve and reach their full potential. We also strive to ensure that our feedback (which includes meaningful data) empowers our children to manage their own progress.

When you phone a call centre these days you're often informed how long your waiting time will be, and after the call you're often given a chance to offer feedback on the quality of the experience, sometimes via a separate text message. Mobile phone operators reveal their monthly percentage of dropped calls, and factories feature wall displays which reveal to the workers the current rate of production. In cars, dashboards give drivers feedback on everything from fuel efficiency to imminent traffic. Thousands of us book hotels and holidays on the basis of internet reviews. Transparency, accountability and feedback have become the norm in modern society.

Feedback enables people to review performance and find ways, often with guidance, to improve. Someone might drive a car for ten years without necessarily becoming a better driver if that person hasn't focused on improving and received feedback and tuition to help them do so.

We believe that feedback which is thorough, clear and consistent allows children to commit themselves to working at their best.

How this is achieved

Children are assessed continually through different strategies including; day to day conversations with the teacher, observations of their practical work and reviews of their written work. They are also formally assessed through tests that give a summative overview of their understanding. The culmination of these is used to form professional judgements as to the current achievement of each child and the steps needed for further progress to be made.

Summative assessment

The academy has a clear annual summative assessment cycle which includes formal testing dates and reviews of progress by class teachers, senior leaders and the academy trust. This is followed by all staff. Other testing may be added to the cycle for individuals or classes when the need arises. This will take place in consultation with the class teacher and senior leaders.

Ongoing/ formative feedback

Each lesson has clear success criteria which challenge all children. This enables the children to understand what they are learning in a session and how they can demonstrate their learning.

Oral feedback

The vast majority of the feedback given in a lesson will be linked to the success criteria, other feedback may be given which helps children improve their learning overall i.e. spellings and presentation.



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Oral feedback is given during the lesson; the teacher will indicate that oral feedback has been given using the  symbol. It should then be clear that the child has acted upon this feedback to improve their learning (this could be through evidence of editing in green pen, an inclusion of specific elements of the success criteria that have been previously missed, improvement in presentation of the work etc.)

By the end of key stage two children will become more adept at self-editing and self-assessing against the success criteria and less verbal feedback from teachers will be visible.

The vast majority of feedback is given in the classroom at the point of teaching to ensure that children make the best possible progress.

Written feedback

At the end of the session, if written work has been produced, the teacher will mark the work.

Each piece of work is marked before the next session (exclusions to this may be a piece of extended writing). This may not mean that the teacher will have written a comment on each piece but the teacher will have assessed the work in order to inform future planning.

Work is marked against the success criteria. A tick next to the success criteria will indicate to the child that they have made progress in their learning against these particular points.

If a child does not achieve the success criteria or it becomes evident that they are finding an element of the learning challenging the teacher will either speak to the child, plan a follow up activity to ensure the learning is revisited, plan a post-teaching activity to be completed with a teaching assistant or provide the child with an action to complete.

A marking symbol (see marking code) is used to indicate to the child that there is an action for them to complete. They will then complete this in green pen and colour the symbol to indicate this has been done. All actions will be checked by the teacher to ensure progress in learning has been made.

Children understand that when they are given an action it means they have 'not yet' fully shown that they have mastered the learning. Children will be provided 'Yet' time in class as soon as possible to complete the actions (this may be first thing in the morning, straight after the lunch break or at the beginning of the next session).

We do not use comments like 'well done', 'good work', 'keep it up', 'this is not good enough', 'you must try harder' on a child's learning. We believe that these do not support the child to make the best progress. All comments that are written will help the child to see what they need to do to be 'even better'. If there is no need for a comment on a piece of work it will not be written.

Through oral feedback and written comments each child will be guided to make progress in their learning in each session.



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Peer and self-assessment

Children are guided to be able to self-assess in order to become independent and self-driven to continually improve their learning. Peer assessment aids learning and collaboration between children. Both are an important part of the feedback we provide at Crowle Primary Academy.

At the time of the introduction of this policy the academy has embarked on our growth mindset journey. Reflection is a key learnability which we believe helps children make the best progress. This has meant that there is a renewed focus on peer and self-assessment. It is the vision that as these skills become embedded the following will be achieved;

- In key stage 1 children are supported to assess their own work and give oral feedback to each other with simple and clear guidelines as to what they are looking for.
- In lower key stage 2 children are taught strategies which will help them to self and peer assess in ways which help the learner make progress.
- By upper key stage 2 children are more confident in self assessing and assessing the work of their peers, this is more evident as a means of feedback in their written, practical and oral work.

All peer and self-assessment is against the success criteria for the session.

Children respond to any actions or feedback given in green pen.

An SA will indicate that self-assessment has been carried out and PA followed by the child's name will show that they have peer assessed the learning.

The teachers also assess these pieces of work, they review the self-assessment/ peer-assessment that has taken place and indicate if the success criteria has been achieved.

The use of praise

As the children move through our academy we endeavor to equip them to be analytical of their own work and recognise when they have used resilience and effort to produce learning of the best standard, gaining more intrinsic rewards for their learning. However, we understand that it is always nice to be told how well we are doing. We therefore ensure that children receive positive feedback for their learning in different ways (this is always linked to learning and the academy's learnabilities) these include;

- Phone calls home
- Work displayed around school
- Rewarding of dojo points
- Sending good work home
- Speaking to parents
- Using symbols in response to children's written learning. Teachers use individual symbols to show the children that they have done well on a piece of work (this is decided by the class teacher in response to the needs of the class and individuals)



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Gold standards/ presentation expectations

It is important that children are taught accuracy and pride in their learning and so, there is an expectation at the academy that all pieces of learning will meet the 'Gold standard' and the presentation expectations. The standards are displayed in each classroom so the children have a clear idea of what they are aiming for. Some children may have individual 'Gold standard' statements when necessary. These will be in the front of the child's books. Presentation guidelines are also in the front of each book.

To ensure feedback is provided against the gold standards and presentation expectations teachers will indicate, by the use of a gold star at the top of a piece of work, that the gold standard has been met.

If there is no gold star the child will be required to review the learning and improve it in order to meet the gold standard.

Children and staff have pride in all of the learning.

Feedback in different curriculum areas

More detailed feedback will be given in reading, writing and maths. Feedback will be given for all learning in all areas of the curriculum and written work will always be assessed against the success criteria given.

The use of assessment criteria to provide feedback

In the core curriculum areas of reading, writing and maths each child has an assessment criteria sheet at the back of their learning books. This shows the child, the parents and the teacher what that child needs to do to achieve the end of year expectations.

When a child has demonstrated that they have learnt one of the areas outlined the teacher will indicate this by dating the sheet. This ensures that children receive regular feedback on the areas they have demonstrated in their learning and the ones still needed to ensure they make progress.

Upper key stage 2 assertive mentoring

In years 5 and 6 each child is allocated a mentor, this is usually their class teacher but in certain circumstances it could be a teaching assistant, another teacher or a member of the leadership team.

On a regular basis (at least once a half term) the child and the mentor will meet to discuss the child's learning using evidence which might include; results from tests with a gaps analysis, a review of the assessment criteria in the back of their books, evidence in their written learning, the amount of resilience, effort, collaboration, talk or reflection they are demonstrating etc.

The rationale for these meetings is to ensure that individuals are provided with regular, specific and useful feedback and can therefore have the tools they need to make the best progress.



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Private study time is given to the other children whilst these meetings take place. During this time children can use the given feedback from their mentor to work on the areas they are finding challenging.

Monitoring

Feedback will be monitored on a regular basis to ensure consistency and quality. Monitoring will be carried out in a variety of ways, by class/year group, by key stage, by subject or by small moderation samples. Scrutiny and moderation of feedback will be carried out by the Headteacher, members of the leadership team, subject Leaders and teachers, and evaluations shared with staff and governors where appropriate.

Written by: Rhonda Blakemore in consultation with staff

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