



# Ball Green Primary School

## Responsive Teaching & Feedback Policy

### Rationale:

The assessment of children's learning is fundamental to ensure continuous and accelerated progress. **Cronbach [1971]**, confirms that assessment is simply a procedure for drawing inferences. The purpose of these inferences is to inform decisions on planning, pitch and next steps. In order for children to understand the next steps in their learning it is essential that high quality feedback is given. Although this can be done in a variety of ways and by different people, in our school we have adopted the following feedback procedures.

**Feedback:** Comments given to inform children about what they have done well and what they can do to get better. These comments include annotated marking and questions used to:

- ✓ Clarify and support accurate knowledge acquisition;
- ✓ Consolidate comprehension through the identification of strengths and misconceptions/errors;
- ✓ Challenge through the application of knowledge and skills to alternative problems;
- ✓ Move on through the encouragement of analytical self- and peer- assessment;
- ✓ Encourage a 'deeper' understanding through the synthesis of old ideas to create new ones, or to relate knowledge from other areas of the curriculum;
- ✓ Evaluate the quality of their own work and to enable an accurate perception of their own strengths and areas for improvement.

**Marking:** The annotation of children's learning to assess attainment and progress, and to inform children of their next steps in their development.

### The principles and aims of feedback and marking at Ball Green Primary School:

The aim of this document is to ensure a consistent approach to feedback and marking throughout the school. Feedback and marking is a vital part of the learning process and as such needs to be structured in such a way that adults and children alike find it easy to use, manageable, informative and valuable. The aims of our Responsive Teaching & Feedback Policy are:

- ✓ To provide a dialogue between teacher and pupil. Making the children's voices louder and the teacher's hearing better;
- ✓ To address misconceptions;
- ✓ To facilitate learners in being able to identify and amend a gap in learning, **[Sadler, 1989]**;
- ✓ To inform children of next steps in their learning;
- ✓ To inform teachers about '*levels of knowledge, understanding and skills attained or yet to be attained by the learner,*' **[Sadler, 1989]**;
- ✓ To evaluate the effectiveness of teaching and plan progressively, '*assisting the teacher in reducing and selecting suitable tasks or activities and allowing teachers to modify their teaching in order to support the closing of the gap,*' **[Sadler, 1989]**;
- ✓ To reflect, extend and challenge;
- ✓ To motivate and improve self-esteem;
- ✓ To provide an opportunity for self evaluation and learning independence – to create self-regulating learners. '*If children can evaluate their own achievements effectively, then they can advance their own learning when there is no one around to give help,*' **[Sadler, 1989]**;
- ✓ To provide opportunity for peer evaluation – '*Children can only achieve a learning goal if they understand that goal and can assess whether or not they are headed in the intended direction, and what they need to do to reach it*' **[Black & William, 2006]**;
- ✓ To provide continuity through a range of progressive and consistent common symbols.

In essence, assessment must improve learning, as well measure how much of it has occurred.

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Article 28: Every child has the right to an education.

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### **Identifying opportunities for feedback and marking at Ball Green Primary School:**

Opportunities for feedback should occur mostly during the lesson through adult intervention providing support and challenge, although it is acknowledged that it might not be possible to feedback to every child in this way and therefore, marking of books at the end of the school day may be required.

Adults should spend time with ALL children during the course of a lesson to ensure that an understanding of the learning is clear and that ALL children are on track to make progress during the course of the lesson.

### **Self assessment**

Children should be encouraged to identify aspects of their work that they think they have done well in and aspects that they identify as their own next steps. Children should be encouraged to explain their judgements with a 'because' statement.

### **Peer assessment**

Children should also be asked to assess each other's work and identify successful features and next steps for their peers. Again, children be encouraged to explain their judgements with a 'because' statement.

### **What does feedback and marking look like in practice?**

Marking by a teacher **during a session** will be done with a **pink pen**. Marking by a supporting adult **during a session** will be done with a **purple pen**. Marking **after the session** will be done with a **green pen** so that children can identify new marking in their books.

Verbal feedback will be identified 1:1 with additional notes added if needed.

Peer feed back will be marked p:p and their comments when appropriate.

### **EYFS**

The majority of feedback in the Early Years is given verbally and observations used to develop further skills as identified.

However, there may be opportunities for more formal marking to take place. When this begins to happen, the teacher will begin to use the symbols appropriate to progress learning.

As each symbol is introduced, it will be displayed on the wall so that children begin to have a full understanding of what the symbol indicates in their work.

### **KS1**

In KS1, further symbols will be introduced until a full range is used that is appropriate for the ability and/or age related expectation of the children in the particular classes.

Symbols in use should be displayed on the wall so that children have a full understanding and can begin to use them to self and peer assess.

As children progress, teachers will begin to use questions to encourage reflection about work and to help the children identify and correct their own mistakes.

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### KS2

As children enter KS2 they will have a full understanding of the symbols used in the Responsive Teaching & Feedback Policy and will begin to respond to any further questioning with answers which, in turn, will form a dialogue between teacher and child. (From September 2018 – these symbols will be new to learning and will be taught throughout the year as class teachers deem appropriate.)

All symbols will be displayed in classrooms as they are taught. Symbols not needed e.g. finger spaces, will be removed from class displays.

### What are the symbols and how might they suggest that a change needs to take place?

The symbols will stay the same throughout the school. However, the questioning and use of the symbols will develop as the children progress.

WS

The child has received a significant amount of support from an adult in the room.

PS

The child has worked with a peer on a paired activity or has received support from a peer.

I

The child has worked independently.

Have you remembered all of your finger spaces?  
Find a place where you need to add finger spaces?  
Add finger spaces to your correction section?

FS

CL

Use a capital letter at the beginning of your writing.  
Show the beginning of sentences with capital letters.

CL x 3

You have missed out 3 capital letters. Use a pencil crayon to put them right please.

~~CL~~

You have used a capital letter incorrectly. Use a pencil crayon to put them right please.

Show me where you might use a full stop.  
End all of your sentences with a full stop.

P.

You have missed out 5 full stops. Where do you think they should go?  
Show me with a pencil crayon.

P. x5

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P

**P can be followed by any form of punctuation to make it more specific.**

Find a sentence that could have an exclamation mark on the end of it.

Where should the 3 missing question marks go?

P x 6

Where does speech need to be marked?

**Or it can be left as P**

Where should the missing punctuation marks go?

P!

P?

P''

P,

P'

P;

P:

P-

P()

P//

Where do you need to start a new paragraph and why?

S

Write 'pig' 3 times.

Which is correct, kight or kite? What other words have the 'ight' sound?

S x 4

You have made 4 spelling mistakes. What are they and how should they be spelt?  
N.B. Previously taught spellings should all be spelt correctly and addressed if not.

HW

Can you write '3' the correct way 10 times?

Show me what 'd' looks like in cursive.

What could you do to improve your presentation?

What other word could you use to tell me about the sun?

V

What other words could you use instead of 'said'?

Which words could you make more exciting? Choose 5 and change them.

V x 5

G

What word do you need in your sentence for it to make sense?

Should you have used 'what' or 'that' in the following sentence?

G x 3

Where have you used the wrong tense? Find it and correct it.

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### How will errors and challenges be identified in work?

#### Maths

Correct answers will be marked with a tick. Incorrect answers will be marked with a dot [.] so that children can easily see where they have made errors. Corrected work should either be completed during the lesson, during morning interventions/boosters, or in study support.

In the event that a child has a significant majority of the answers wrong, choose questions which reflect the scaffolded marking or verbal feedback given.

The amount of questions to be chosen is left to the teacher's discretion by taking into account: whole class learning and individual progress.

#### Other curriculum areas, including English

Correction sections can be underlined to make marking more specific. This might be a sentence or paragraph that needs to be corrected. Where you wish to identify a section for a child to correct, draw a bracket down the margin to indicate the section or underline the sentence. Corrections should either be made during the lesson, during morning interventions/boosters, or in study support.

### 'Where' and 'When' should children correct their work?

All work marked after the session will be corrected during morning interventions/boosters, - 08:30 to 09:00 - or in study support – lunchtime.

### Planning for feedback and marking

- ✓ Teachers should have a clear idea of the required outcomes from a learning challenge. These outcomes should be used to form questions to check learning and to clarify thinking at the end of a session.
- ✓ Plenary sessions should be planned to develop self- and peer-assessment and to start a dialogue between the adult and child about the learning.
- ✓ In addition, teachers may plan in a specific SPaG focus for their marking as a result of previous learning which needs further consolidation.

### Challenging through feedback and marking

At times, there may be a lack of mistakes in a piece of work which could suggest that the work has been too easy. This is where questioning can be used to extend thinking. **Jonathan Doherty [2017]**, suggests, '*skilful classroom questioning, which requires deep teacher subject knowledge, not only of how to make sense of children's responses, but also so that teachers know which questions to ask in the first place.*' A teacher may:

- ✓ Set problems and investigations to develop reasoning, resourcefulness, responsibility, responsiveness, resilience, recollection and reflection;
- ✓ Provide opportunities for creative and productive thinking;

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- ✓ Question the child using openers from Bloom's Taxonomy of Learning Domains, i.e. *Remembering* – what, who, when, name, list, recite, outline, define, name, match, quote, recall, show, identify, label, recognise; *Understanding* – tell, describe, distinguish, explain, paraphrase, restate, give examples, illustrate, summarise, predict, compare, contrast, interpret, discuss; *Applying* – calculate, predict, apply, select, choose, solve, illustrate, use, consider, demonstrate, determine, model, connect, plan, perform, present; *Analysing* – classify, break down, categorise, compare/contrast, analyse, diagram, illustrate, critique, relate, support, simplify, associate; *Evaluating* – choose, support, draw together, relate, decide, determine, defend, assess, judge, grade, compare, contrast, argue, justify, propose, formulate, support, convince, select, evaluate; *Creating* – design, formulate, build, invent, create, compose, generate, derive, modify, develop;
- ✓ Ask the child to explain their learning;
- ✓ Ask a child to edit and improve a particular section of work.

### **Continuous Professional Development to ensure that all staff support the feedback and marking for learners at Ball Green Primary School:**

- ✓ Regular training for the curriculum leader and the link governors;
- ✓ Appropriate in-service training for all staff, especially those who are new to the school;
- ✓ Involvement in termly partnership meetings and initiatives.

### **Evaluating current provision for feedback and marking at Ball Green Primary School:**

Feedback and marking is the responsibility of the class teacher and they should reflect on the impact of their feedback on the progress being made by the learners.

Monitoring and assessment will be on-going as a part of the whole school plan and timetable. Typically this will involve:

- ✓ Regular observations of learning and teaching with a particular focus of challenge through 'Assessment *while* Learning' and 'Assessment *for* Learning';
- ✓ Random and frequent learning walks will evaluate the quality of the learning environment in relation to stimulating inquiry, investigation and challenge while also quality assuring that learning is judged to be at least consistently good or outstanding;
- ✓ Resource [Flipchart] scrutinies to monitor provision of 'Quality First Teaching' through personalised differentiation;
- ✓ Work scrutinies will be used to cross-reference challenging provision, new learning and high expectations of the teacher being achieved by the learner;
- ✓ Learner conferences will be held to provide children with the opportunity to reflect on provision with a particular focus on pace, new learning, challenge, engagement, progress and achievement;
- ✓ Surveys with parents and wider stakeholders about their perceptions of the quality of provision.

All monitoring is recorded in writing so that the quality feedback and marking can be evaluated as an on going process.

### **Named Leader and Named Governor/s:**

The Teaching and Learning Leader for Ball Green Primary School is Miss. Emma Brookes-Colclough.

The governors who have responsibility for ensuring that marking and feedback is always on the agenda for learning, teaching and school leadership are Mr. Neil Dawson (Co-Chair) and Mrs. Chris Burrows [Co-Chair].

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### Process for Development and Review:

Ball Green Primary School has an action plan to support the implementation of this policy with clearly identified monitoring and evaluation opportunities.

Our commitment to support learning through the feedback and marking policy is reflected in our School Improvement Plan.

This policy and the success of the school's provision for feedback and marking will be reviewed annually by the Teaching & Learning Leader, Curriculum Leader, Head Teacher and the Link Governors.

### Links to other policies:

This Responsive Teaching and Feedback policy should be read in conjunction with the 'Collaborative Curriculum,' 'Teaching and Learning,' 'Assessment,' 'Equality Statement,' 'SEND' and MAG&T policies.

The governors and staff at Ball Green Primary School are committed to providing the full range of opportunities for all learners, regardless of gender, disability, ethnicity, social, cultural or religious background. All learners have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

**Teaching & Learning Leader: Miss. Emma Brookes-Colclough**                      **Signed:**

**Curriculum Leader: Miss. Joanne Davies**    **Signed:**

**Curriculum Link Governors: Mr. Neil Dawson [Co-Chair]**                                      **Signed:**

**Mrs. Chris Burrows [Co-Chair]**    **Signed:**

**Ratified by Governors Date: Tuesday 25<sup>th</sup> September 2018**

**Date of Review: July 2019**

### Glossary of terms:

**Feedback:** comments given to inform children about what they have done well and what they can do to get better. These comments include annotated marking and questions used to:

- ✓ Support;
- ✓ Challenge;
- ✓ Move on;
- ✓ Encourage deeper understanding through explanation and exploration;
- ✓ Clarify;
- ✓ Identify and correct errors and/or misconceptions.

**Marking :** the annotation of children's learning to assess progress and to inform of next steps.

**SPaG** –Spelling, Punctuation and Grammar

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**FS**

**CL**

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**X5**

**G**

**X3**