

Paddock Wood Primary Academy (PWPA) believes that all children's work is valuable and should be treated with respect. Quality feedback, that is always subject specific, is to be undertaken to support and encourage our pupils in their efforts so that continuous progress is maintained, in turn helping to further develop self-esteem and resilience.

Feedback occurs at one of four common stages in the learning process

1. **Immediate feedback** - at the point of teaching
2. **Summary feedback** – at the end of the lesson/task
3. **Catch-up session feedback** – after the lesson
4. **Next lesson feedforward** - further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work
5. **Summative feedback** - tasks planned to give teachers definitive feedback about whether a child has securely mastered the learning

Quality feedback includes:

- Verbal feedback
- Conferencing
- Editing and redrafting
- Teacher Assessment of skills
- Self-Assessment
- Peer Assessment

Principles:

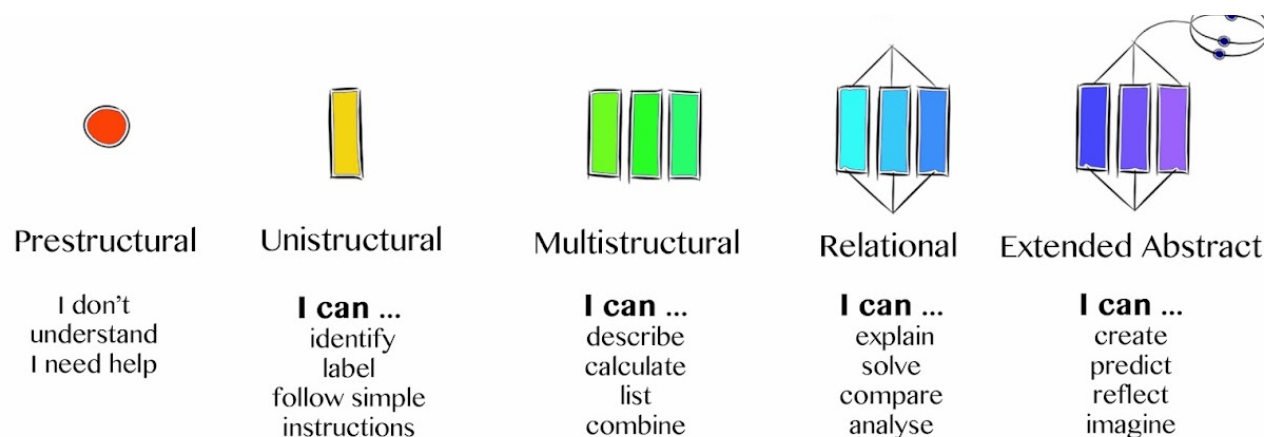
- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work and should not be seen as the job of the adult.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modeling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson.
- Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers.
- The 'next step' is usually the next lesson.
- Feedback is a part of 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.**
- 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 not secure. [Understanding Interleaving](#)

Developing Conceptual Understanding

Teachers ensure that all pupils gain a deeper contextual understanding irrelevant of starting points through the implementation of both solo-taxonomy (concept driven) and guided tasks. Effective use of Solo Taxonomy in lessons and targeted feedback allows all pupils to deepen their understanding.

At PWPA we build a secure learning environment in which the teacher has high expectations and creates regular opportunities for stretch and challenge. These opportunities lead to engaging learning for all pupils. We seek to challenge all learners in an atmosphere where they are motivated to improve and where challenge is the norm.

Solo Taxonomy and examples of 'challenge verbs'



Feeding Back Against Purposeful Learning Titles

Every pupil should have a purposeful learning title for each piece of new learning in their books. For example, if the learning is about angles, the title could be 'Angles'. If the learning is about applying new skills in a diary entry, the title could be 'Diary'.

Maths, Skills and Inquiry Books

Children will complete their given task.

Children will self-check/proofread their work - sometimes with prompts.

(See Examples below)

Find my mistake (column addition)

- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Find my mistake (identifying fractions of shapes)

- Did I check all the parts were equal?
- Did I count how many parts the shape had been divided into?
- Did I write that number underneath the vinculum (remember denominator → down)
- Did I count how many parts were shaded in?
- Did I write that number on top of the vinculum (remember numerator → ON top)
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Children will be expected to mark their own learning - with guidance to begin with

Tick with a **green** pen if correct.

Dot with a **green** pen if incorrect.

If a simple mistake has been made use a **P** to indicate where a correction will be completed or a skill practiced.

Adults will use the same marking codes, but in **blue** pen.

Conferencing (Verbal Feedback)

Verbal feedback and dialogue should be embedded within every session. It should be specific to the learning purpose, and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. When this is given, a 'VF' will be recorded next to the piece of learning and this may also be added to with a key word or phrase e.g. **VF Commas for a list, VF good use of key vocabulary**, to help a child remember the key learning point. During learning walks, pupils will be expected to discuss such feedback and how they are improving their work as a result of it.



Independent Writing Process (Editing and Redrafting)

With writing we use a redrafting approach.

There will be editing marking in books either through self/peer or teacher conferencing. Any editing by a pupil will appear in **green** and any editing by a teacher will be in **blue**. The marking codes below will be used consistently between pupils and staff in all books:

Key Stage 1

- Punctuation (.)
- ≡ for capital letters

Key Stage 2

- Punctuation (P)
- ≡ for capital letters
- Grammar (G)
- Spelling (~~~ / Sp)
- Paragraphing (//)
- Missed word (^)

These codes are used as response reminders for children, either next to the error (KS1) or in the margin (KS2).

Presentation

The presentation of all work should be a non-negotiable and should not need to be commented on specifically in written form. Please see the [PWPA Presentation Guidelines](#) document for further details.

Evaluation of learning and next steps

At the end of each session / or by the end of the day the teacher will look over the learning, and plan for the next steps in learning for the next session/day. (See Appendix 1 for further support). Pre and Post teaching may be used to support and challenge pupils' learning.

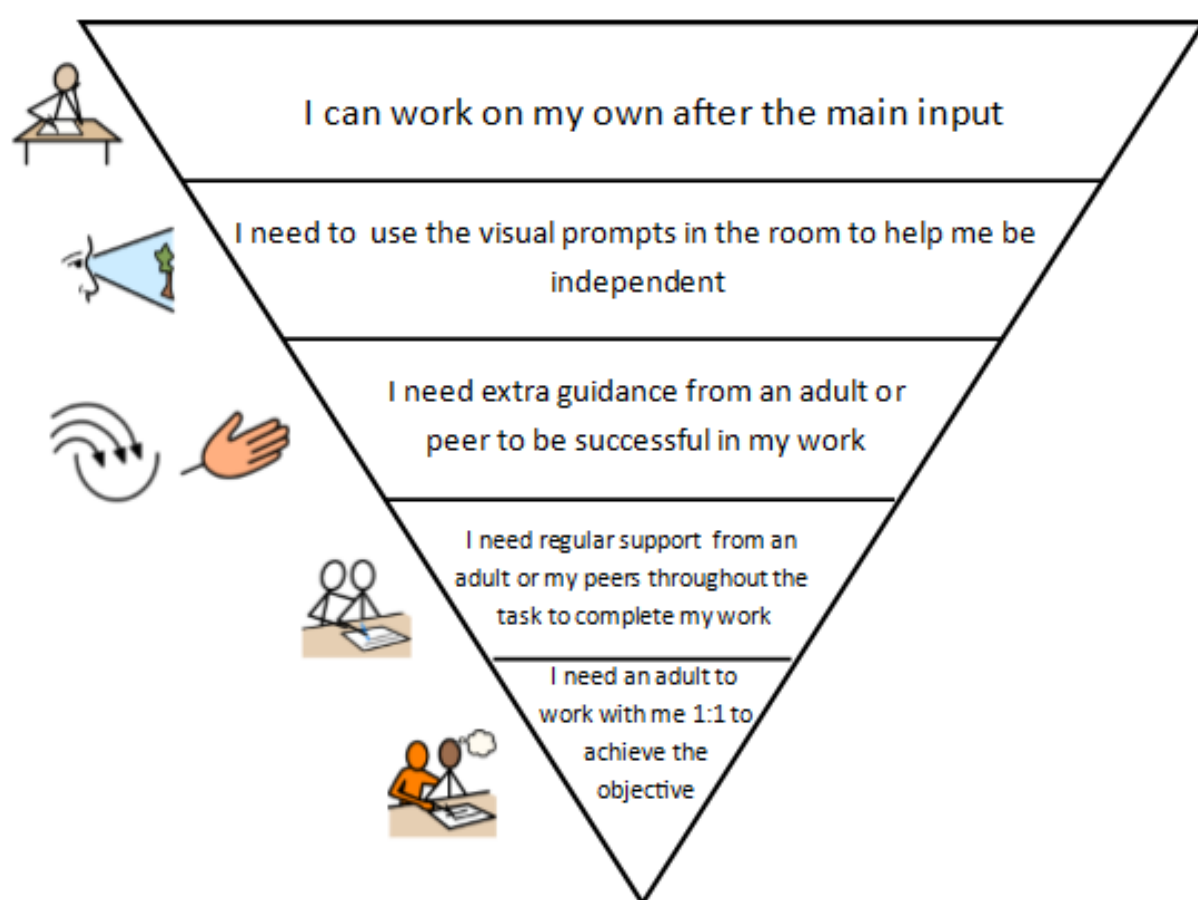
Adaptations to learning need to be applied (same outcome, different journey).

There may be time when an additional intervention is needed to address key misconceptions, but these will be when appropriate.

In the next lesson teachers should address misconceptions or model elements of good practice which can be shared - taken from either examples of pupils' work or produced to demonstrate a particular focus. These may also be displayed on Learning Walls.

Appendix 1

	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	Clarifying, sharing, and understanding learning intentions	Eliciting evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Student		Activating students as owners of their own learning	



Type of feedback	What it looks like	Evidence
Immediate	- Includes teachers gathering feedback from teaching within the course of the lesson, including verbal responses, whiteboards, bookwork, etc. - Takes place in lessons with individuals or small groups - Often given verbally to pupils for immediate action - May involve live marking in green pen especially in Maths and English skills books - May involve the use of a teaching assistant to provide support of further challenge - May re-direct the focus of teaching or the task	Lesson observations Learning walks Pupil interviews
Summary	- Takes place at the end of a lesson or activity - Often involves whole groups or classes - Provides an opportunity for evaluation of learning in the lesson - May take form of self or peer- assessment against an agreed set of criteria - May take the form of a quiz, test or score on a game - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	Lesson observations/ Learning walks Some evidence of self – and peer-assessment Quiz and test results may be recorded in books or logged separately by the teacher
Catch- up sessions	- Takes place after a lesson - Often involves small group - May take the form of verbal input to facilitate learning - May involve live marking in green pen	Learning walks Evidence in books of pupil response in red pen
Feedforward	For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development and giving time for development areas to be worked on and improved through proof reading and editing their work.	Lesson observations Learning walks Evidence in books of pupil editing and redrafting their work in red pen
Summative	- RP activities in SPaG and Maths - Knowledge organizer quizzes - End of unit or term tests or quizzes	RP activities in Maths and English skill books Quiz and test results

Policy Status and Review

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