



Bluecoat Academy
believe in yourself, in others, in God

**BLUECOAT PRIMARY ACADEMY
STATEMENT OF PRACTICE
FEEDBACK TO CHILDREN**

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At Bluecoat, feedback is defined as a response to children's work. This can be written, through marking, discussion and immediate intervention. We believe that it is through effective feedback that formative assessment information can be utilised to support planning, target setting and to intervene in order to enhance pupil progress.

Policy aims

- To use consistent methods/strategies throughout the school.
- To provide explicit feedback about individual success and areas of development.
- To encourage dialogue between children and adults regarding progress, success and areas to develop.
- To encourage children to take an active role in reviewing and improving their own work.
- To support a culture of personal improvement.
- To encourage children to self-assess and reflect on their own learning.
- To ensure the key purpose of feedback is solely for the benefit of children
- To ensure that workload associated to feedback is manageable and realistic for teaching staff.
- To ensure that time spent has maximum impact on pupil progress.

Equal Opportunities

Every child at Bluecoat is entitled to have their efforts and achievements celebrated and is entitled to receive feedback to aid improvement regardless of gender, ability, race or cultural background. Teachers ensure that the appropriate method of feedback and strategies used are appropriate to the needs for each child.

Key principles of feedback at Bluecoat Primary Academy

Feedback is essential to moving children's learning on. When deciding what form of feedback to provide to children, teachers should consider the method that will have the most impact on the child's learning. The feedback given to children should not be pre-determined or be the same for the whole class.

We do not aim to put a weekly nominal figure on how many pieces of in-depth written marking should take place, however there should be evidence of at least 3 pieces of recorded teacher feedback that moves the child's learning on (with evidence of this having had impact on learning e.g. through using the purple pen). This feedback can be provided at any stage of the lesson or after the lesson, as exemplified below (The feedback process).

Purpose of feedback

1. To provide opportunities for regular personal dialogue with the child.
2. To assess pupils' learning in order to inform future planning, on an individual and on a class level.
3. To draw out future teaching points:
 - for the individual,
 - for a group or class.
4. To celebrate and praise a child's attempt and or achievements.
5. To highlight areas for further improvement and provide examples about ways in which the child might improve.
6. To scaffold examples so that the child has a model for how to improve.
7. To teach children to act on feedback they are given
8. To involve the child in self/peer assessment strategies.
9. To teach children that identifying and addressing targets for improvement is a normal, positive step in learning new skills.

The feedback process

Before a lesson

Pupils must be clear about the learning objective, success criteria and their individual targets. This allows children to understand how they can be successful in the lesson and what will be the focus for feedback in their work.

During the lesson

The most effective form of feedback is immediate and with the child during the lesson. When immediate feedback and intervention is provided, the written feedback symbols are used (see appendix) along with sensitive and positive verbal comments and rewards where appropriate.

It is entirely appropriate that the teacher scaffolds learning during the lesson (e.g. by varying a sentence opener or by drawing a number line). The children can then continue their work in purple pen for the duration of the teacher's intervention.

When immediate feedback is given within the lesson, it may not be necessary to provide this child with any further written feedback after the lesson.

After the lesson

For the children who haven't received focussed feedback within the lesson, it would be likely these learners require more detailed feedback subsequent to the lesson, ready to move their learning on. This could come in the form of post lesson intervention (see appendix) or written feedback with a clear target for development.

Written feedback

All written feedback to pupils is completed in green pen and will offer a good model of:

- Handwriting
- Presentation (page layout)
- Grammar and Standard English.

All work in books should be acknowledged. Books should always be marked before returning to the children in the next lesson.

When completing detailed marking of a piece of work the following model is used:-

(i) Showing success

Effective marking is supportive and positive for children. Therefore progress and success is always the first consideration when marking work.

The teacher ticks within the body of the work where children have successfully achieved the learning objective or included elements linked to the success criteria.

To show where a child has achieved the LO/SC, the teacher should tick next to the LO/SC.

A comment is not necessarily needed with this. However the teacher may wish to write a pertinent comment for a particularly notable achievement (e.g. the child has met their personalised target).

(ii) Indicating improvement

Teachers consider the learning objective, success criteria and next steps for the individual pupil, when deciding what feedback will have the most impact on the child's learning. They also look for persistent errors and patterns of errors, rather than on every error made.

When offering feedback during a lesson, a single arrow is used to show where the intervention was made. This may be followed by a scaffold for the

children complete or an example to use, however the comments may have been a verbal directive and therefore only a single arrow will be seen to show that an intervention has occurred.

Where an improvement is given after the lesson, the teacher will use a single arrow with an improvement prompt.

Where this refers to a specific point in the text, a single arrow is used to indicate precisely where on the work improvement could be made.

Guidance on improvement prompts

There are three types of improvement prompts:

- **Scaffold Prompt:** most suitable for children who need more structure than a simple reminder as it provides more support i.e. The bird had _____, _____ wings.
- **Directive:** describe something that happened which showed you the character was a good friend? I.e. Unfinished sentence – *'He showed me he was a good friend when...'*
- **Example Prompt:** most successful with reinforcement or S.E.N. children as it gives the children a choice of words or phrases i.e. choose one of these words or phrases – *'He was a good friend because he never says unkind things / he is always nice to me'* or *'The boy, who wore a spotty jacket, entertained the crowd'* – *can you write me a sentence with your own relative clause?'*

On some occasions, it may be appropriate to use a reminder prompt, however this is the least effective, requires not response from the child and can often be ignored therefore not moving the children's learning on:

- **Reminder Prompt:** it simply reminds the child of what could be improved i.e. *'Say more about how you feel about this character.'*

Responding to feedback

The written feedback symbols can be applied when giving feedback at any stage of the lesson (SEE APPENDIX). The feedback that teachers provide should always aim to be acted on by the child in some way. Where appropriate, children make improvements, respond and show progress using a purple pen. If the feedback occurs after the lesson, time will be

needed at the start of the next lesson to respond to the feedback. While most of the class is making the improvement, time is then generated for a teaching assistant or additional adult to read out the improvement suggestions to any children who need support in either reading or understanding the teacher's feedback.

Immediate Intervention

On some occasions, teachers will recognise that children require additional intervention following the lesson. When immediate intervention is required, the teacher can choose the most appropriate form of feedback:

- 1) A written target using the feedback symbols (SEE APPENDIX) for the child to respond to (usually with support with an adult).
- 2) A single arrow will be drawn, followed by the word intervention and the date to show that an adult has worked with the child and discussed the target in more depth.

If immediate intervention is to create new work, it will be completed in pencil. If the intervention is to edit pre-existing work, it will be completed in purple pen.

Pre-Teaching

If pre-teaching requires recording, the above principles apply. The Learning Objective will be written into the book first and any recording will be completed in pencil. This will provide a model for the subsequent lesson.

Purple pen of progress

Purple pen is used whenever children make changes and improvements to pre-existing work. It is used to show and review what changes have been made.

This might be based on:

- Personal editing (this may be supported by feedback or success criteria)
- Suggestions from a peer
- In response to a teacher's feedback.

Purple pen can be used at any stage of the learning process (at the start of a lesson responding to a teacher target, during a lesson or after the lesson).

Presentation

We believe children learn best when there are the highest expectations of their achievements and of the quality of their work. This is achieved when children take pride in their work and therefore it is

essential that we have a clearly defined and consistently applied approach to the presentation and lay out of children's work. Time at the start of each school year should be used to ensure that work in books is of a high standard, using the 'Take Pride' poster.