

Feedback Policy

At the Flying Bull Academy, we know that providing quality feedback to the children on the work they have produced is a key element in ensuring that children can make strong progress across the curriculum. We understand that feedback can take a variety of forms and this document sets out our agreed policy of how children, regardless of ability, should be involved in effective feedback.

The following diagram illustrates the approach to providing quality feedback that should be implemented throughout the school:



Self and Peer Assessment

We believe that children learn effectively from their peers and by reflecting on their own work. When a child comments on another child's work or learning, a child has the benefit of a child's perspective and a child's explanation. In discussing their thinking, children progress their own learning. Children will engage in self and peer assessment across the curriculum throughout the week.

Children across the school will be trained in and given opportunities for self and peer assessment. Simple, clear self and peer assessment will be explored and taught to children in the Early Years and Key Stage 1. The more this skill is developed across the curriculum the more informative and effective an assessment tool it will become.

In Key Stage 2, children will be able to use the success criteria to make qualitative statements in assessing their own work and that of their peers. To help learners provide focused, valuable feedback, teachers will model appropriate written feedback for the learner to refer to, while also supporting through questioning and clarifying. Any written feedback from a child, about their own work or when peer assessing, should be written in purple pen.

Self-assessment may take the form of a comment or indication of their confidence in relation to the success criteria. E.g. a traffic light system, a smiley/straight/sad face.

Teacher to Child Feedback

Oral Feedback

Learners will receive regular, targeted feedback orally from their class teacher or other adults. This feedback supports a child in answering their questions, responding to their misconceptions and identifying ways of helping the child to make progress. To support learners and to record that a discussion has happened with a pupil, a child's book will be marked with "DWP". In Key Stage Two (as well as for competent readers in KS1), a child's book will be annotated with a post-it note identifying that a discussion has taken place and with a clarifying question or an area of feedback that promotes a response from the child to support their progress.

Written Feedback

When delivering written feedback teachers will:

- Ensure feedback is legible so the children can read it and models good handwriting.
- Ensure differentiated written feedback is given that relates to the success criteria – this can begin and include a process of peer and self-assessment.
- Ensure that the feedback is shared with the children as soon after completing the work as possible. There should be a routine within the class so children are expecting to respond to their written feedback at a given time.
- Ensure time is planned in for children to respond to feedback (PIT STOP – Pupil Improvement Time) so that they understand what has been written and the children can respond to it. This could take place in groups or whole class, but it must be planned for and seen as an important element of the way a child progresses in the subject. This will help to develop breadth and depth of learning in the curriculum.
- Ensure children respond to the feedback using the purple pen.

- Ensure other adults within the classroom are empowered to support the feedback strategies employed in the classroom. All adults in the classroom should actively seek to reinforce the feedback that has been given to direct support which enables progress to be made.

Written Feedback Marking Code

- Any written feedback should be completed in blue to clearly differentiate from the black handwriting pens used by the children.
- Green Highlighter – Green for Go: This is to highlight areas of a child’s work where they have met the Success Criteria.
- Pink Highlighter – Pink for Think: This is used to highlight areas of a child’s work where children need to address attention. The pink is then referred to in the written feedback.
- A pink zig-zag line underneath a word denotes an incorrect spelling. Attention should be drawn to medium and high frequency words in particular. In Years 1 and 2, one incorrect spelling should be identified. In Years 3 and 4, two incorrect spellings should be identified. In Years 5 and 6, three incorrect spellings should be identified. Children will then practice the correct spelling underneath their work. In KS 2, children should be involved in identifying their own spelling mistakes in addition to correcting them.
- WOW and NOW - When providing written feedback, teachers will follow the WOW and NOW model. WOW will allow the child to see an area of their work that has met the Success Criteria and has been highlighted in Green. NOW provides feedback to the child that challenges them to extend their progress either by clarifying an area for them (which should be highlighted in Pink) or providing a challenge to help them to make progress.
- If the person providing the feedback is not the class teacher, the feedback should be initialled.

Frequency of written feedback marking

Every child should receive written feedback marking in English and Maths at least once a week. Throughout the rest of the week feedback could take any of the forms mentioned above. In other subjects, children will expect a range of feedback in the forms previously mentioned, together with regular written feedback that promotes the progress of the child in that subject.

Pupil Improvement Time (PIT Stop)

Children will be given a chance to address any green and pink highlighting or other feedback regularly (PIT Stop) in order that they can identify and work on the area to improve before moving onto new learning. Pupil Improvement Time could take place in groups or whole class, but it must be planned for and valued as an important element of the way a child progresses in the subject.

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Peer Assessment

- Children assess others' work with clear criteria so that they know what they are looking for.
- Any written feedback completed by a child for another child should be written in purple pen.

Self Assessment

- Children assess their work with clear criteria so that they know what they are looking for.
- Any written feedback completed by a child should be written in purple pen.
- Self assessment may take the form of a comment or indication of their confidence in relation to the success criteria.

Written Marking Code

- Adults will write all feedback in blue pen.
- Green highlighter to show children where they have reached the success criteria.
- Pink highlighter to show children where they need to address attention. The pink highlighter is then referred to in the written feedback.
- A pink zig-zag line under a word denotes an incorrect spelling. Yrs 1 & 2 one spelling error. Yrs 3 & 4 two spelling errors. Yrs 5 & 6 three spelling errors.
- WOW and NOW. WOW gives a comment that builds on green highlighted areas. NOW gives a comment to clarify an area that is pink or to question or challenge to help the child make progress.
- If the person giving feedback is not the class teacher the feedback should be initialled.
- Giving children the opportunity for a PIT STOP is essential to the success of feedback for children.

Written Feedback

- Ensure differentiated written feedback relates to success criteria; which can begin a process of self/peer assessment.
- Ensure feedback is shared with the children promptly and there is an opportunity for the child to respond (PIT STOP).
- Ensure a PIT STOP is planned into a lesson. It could be whole class or group.
- Children to respond to feedback in purple pen.
- Ensure other adults support and reinforce the feedback given.
- Every child should receive written feedback at least once a week in English and Maths.

Involving Children in their Feedback

Oral Feedback

- Regular, targeted, oral feedback from all adults in the class.
- Answering questions, responding to misconceptions and challenging the child to make their next steps.
- Annotate book with a DWP post-it note with a clarifying question or a challenge.