



**The Bellbird Primary School**

**Responsive Feedback**

**May 2019**

**(To be reviewed May 2020)**

## **Statement of Intent**

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement against learning, enabling children to become reflective learners and helping them to close the gap between current and desired performance.

## **Principles**

Marking and feedback should:

- Relate to learning intentions, which need to be shared with children.
- Involve all adults working with children in the classroom.
- Give children the opportunity to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Respond to individual learning needs, marking face to face with some and at a distance for others (responsive teaching).
- Inform day-to-day planning and next steps.
- Be accessible to children.
- Ultimately be seen by children as positive in improving their learning.
- Encourage and teach children to self-mark if appropriate.
- Be manageable for teachers.

## **Strategies – Types of Feedback**

There will be a range of different types of feedback including:

- Verbal: may be within a lesson individually or as a group or it could be after checking workbooks
- Peer-to-Peer: children check each other's work and give feedback
- Paired : children work in pairs to check a piece of work and give feedback
- Group: children work as a group to check work, often led by an adult
- Self: a child marks their own work and identifies how they can improve

## **What will help make Guidance and Feedback effective?**

- Verbal feedback is the most effective and can have immediate impact; when appropriate, this will be followed up to ensure it is acted upon
- Learning intentions are made clear during the lesson; they may be recorded at some point during a lesson, when the teacher deems it most appropriate

- All pupils have a clear understanding what is required of them to be successful
- Pupils' work is assessed against these clearly planned learning intentions alongside "Golden Rules" and ongoing misconceptions
- Specific points for development may be identified and targeted in future planning or catch up sessions
- Abbreviations/ codes and language used in the marking process are clear and consistent
- Timely feedback will be given to enable impact on progress

Feedback should focus first and foremost on the learning intention of the task.

- The emphasis in marking should be on both successes against the learning intention and improvement needed to meet the learning intention.
- Writing, codes make the feedback more accessible to the child:
- Blue highlight which are best fit against the learning intention (success criteria)
- Green highlight where improvement against the learning intention needs to take place.

Responsive teaching (verbal closing the gap) comments could include:

- A **reminder prompt** (e.g. 'What else could you say here?').
- A **scaffold prompt** (e.g. 'What was the dog's tail doing?', 'The dog was angry so he .....', 'Describe the expression on the dog's face').
- **An example prompt** (e.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes').

Supply teachers will be informed of our policy and follow the policy.

### **Self-marking**

Children should self-evaluate using their "Purple Polishing Pen."

### **Paired marking**

Before end of lessons, children may sometimes mark work in pairs:

- Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action.
- Pairings need to be monitored and usually chosen by the teacher
- Dialogue between children should be encouraged (e.g. 'I think this bit really shows how that character feels, what do you think?').

#### 4.1 Strategies for marking Foundation Stage Curriculum

- Codes will be used for:
- **CI** - Child Initiated - Child self directed to the task
- **AI** - Adult Initiated - Child was asked to work on the task
- **I** - Independent - Child has worked without any adult support
- **Adult Supported** - Child has worked with adult support
  
- Work will be dated and annotated
  
- Long observations will identify next steps to inform future planning and learning objectives
  
- Most feedback will be verbal at the time of the activity
  
- Written comments may be used on pupils' work to inform next steps

#### 4.2 National Curriculum (Key Stages 1 & 2)

- Appendix 1 outlines our agreed marking codes
  
- Responsive teaching and distance marking will be used during lessons to identify and address gaps in learning. This informs the planning and teaching for the next day.
  
- Ticks for correct work may be used; marking will focus more on areas for improvement and misconceptions.
  
- All work must adhere to the school's Handwriting and Presentation policy – reference WAGOLL for English and Maths in children's workbooks.

## Responsive Marking Code

----	You have met the LI
----	To get even better you must...
o	full stop
C	Capital letter missing
Sp	Check how to spell this word
^	Missed a word
~~~~~	Check for sense
Purple polishing pen Improve	To use where improvements and responses are required
Yellow mark/border	Used to indicate problem solving and reasoning
T	Teacher has worked closely with the child
TA	Teaching Assistant has worked closely with the child
I	Child has worked without any adult support
From spring 2 onwards, end of unit writing (including cross-curricular can be, when appropriate, stamped with the following codes:	
Working towards	Child is working towards the expected standard / learning objective
Working at	<b>Child is at the expected standard / has achieved the learning objective</b>
Greater depth	Child has shown deeper understand of the learning objective