

*'Knowing each child, growing each child, in God's love'*

# Tonwell St Mary's CE Primary School

## Feedback for Learning Policy

**1 John 4:16**

*And so we know and rely on the love God has for us.  
God is love. Whoever lives in love lives in God, and God in them.*

**Date ratified: September 2020**

**Review date: September 2022**

## Philosophy

At Tonwell St Mary's we believe assessment and feedback are fundamental elements of the teaching and learning process, helping children become reflective learners, make progress and helping teachers inform future lessons and planning.

## Principles

Assessment and feedback should:

- Complement the approaches set out in the Teaching and Learning policy
- Be manageable for teachers
- Inform teaching and future planning
- Relate to the learning objective and success criteria
- Involve all adults working with children in the classroom
- Be clear, accessible and age/stage appropriate for children
- Give recognition and appropriate praise for achievement
- Give clear strategies and feedback for improvement
- Use consistent codes throughout the school
- Support the principle that it is ok to make mistakes and that we learn from 'marvellous mistakes' that we make

## Summative Assessment

Staff capture summative teacher assessments at the end of each term or wider curriculum unit of learning. We choose this frequency so not to create extra workload for staff and to ensure any summative judgement is meaningful. Staff record assessments for English, maths and science using HfL assessment sheets and on our MIS system. Staff regularly attend internal and external moderation to support teacher judgements. Teachers use formative information to make informal notes on wider curriculum medium term plans where useful. They use formative assessment to keep a record of progress towards national curriculum end points for KS1 and KS2 in wider curriculum subjects.

## Formative Assessment

Staff use ongoing formative assessment to inform their practice on a daily basis. At the start of a sequence of lessons, staff use prior knowledge quests to find out what they already know (e.g. mind maps/open questions/odd one out). During lessons, staff use techniques such as questioning, partner talk and observation to check understanding. At the end of a sequence of lessons and at spaced intervals following, staff ensure there are opportunities for retrieval practice (e.g. adding to mind maps/quizzing/knowledge organisers).

## Verbal feedback

At Tonwell we recognise the importance of children receiving regular verbal feedback. The majority of feedback given in school is verbal and responsive within lessons. Adults will talk to children about how they have met the learning objective and success criteria and question the child about a specific part of the work. This can address misconceptions extend learning.

## Light marking and book looks

This usually consists of ticks if correct and dots if it is wrong in the children's books. These are often associated with closed tasks or exercises (e.g. calculations or spelling tests). Wherever possible, children should self-mark or the work should be marked as an individual, group or class. The teacher will use a pink tick or green dot next to the learning objective to show whether it has been achieved. Staff may make notes while checking children's books and decide how best to respond in the next lesson.

## Responsive approach

Through formative assessment the teacher builds up a picture of whole class strengths and areas of development and will **use this to inform planning for teaching and learning for further lessons and future lessons**. This may include changes to the planned learning for that week in order to ensure the children grasp key concepts and are able to progress. This may include:

1. Reteaching – they don't understand this and many children have made similar mistakes. I need to reteach with different examples
2. Revising – they know something about this but we need to go over it again because otherwise they will forget it. Children have begun to learn this but it is not yet secure.
3. Redrafting – they can do this better. I need to model how to improve it. I might use a piece of the children's work (with their permission) to model to the whole class.
4. Practising – they can do this but it is not yet automatic.
5. Checking – I need more information before I am convinced they really have this securely. This will usually mean revisiting this after a period of 3-4 weeks, possibly using a mini quiz or further examples in a different context.

And finally

6. Moving on to something new – evidence shows children have got it.

### Written feedback

Brief written feedback is given as acknowledgement to show how well the child has met the learning objective and success criteria the marking code. Written responses are likely to be given at least weekly in at least one subject (most likely English, science, history or geography) where it can be accessed, understood and used by the child. Staff use a blue pen or biro to give written feedback. Written feedback marking should include the marking code (See Appendix 1):

The emphasis in written feedback should be on both the successes made against the learning objective and also the next steps needed against the learning objective. Strategies for focused marking include:

- Highlight in pink: areas where a child has correctly applied skills related to the learning intention and success criteria.
- Highlight in green: areas where a child can make improvements related to the learning intention and success criteria.
- Written comments to help 'close the gap'.

'Gold Standard' sheets set out age related expectations for writing. Teachers use these sheets with children at the end of each unit in writing to self or peer and teacher assess the work.

### Secretarial features

Correct spelling, punctuation, etc., should not be asked for in every piece of writing, because children cannot effectively focus on too many things in one space of time. When work is finished, children may be asked to self-check and edit their own work.

All spelling and punctuation errors do not have to be corrected when the work is marked. High Frequency Words/Common Exception Words and subject-specific words (e.g. friction, invaders), which the children are exposed to regularly should be corrected by both the teacher and child.

PPA/Supply Teachers/Teaching Assistants/Student Teachers



- PPA/Supply teachers are expected to mark in line with the school policy. The marking code is displayed in every classroom. If required, they should seek clarification.
- PPA/Supply teachers are expected to mark, where possible, on the premises, with accompanying assessment feedback notes made on the teaching plans. These will inform the class teacher of how the children progressed against the learning objective and also any necessary adjustments which should be made to the plans for the following lesson.

### Organisation

- A pink dot to indicate a positive comment linked to the LO
- A green dot to indicate a next step comment linked to the LO
- If work has been supported by teacher indicate with a 'T', and if work has been supported by a Teaching Assistant indicate with 'TA'.
- Spelling errors that need correcting should be underlined.


### Appendix 1

#### Tonwell St Mary's Marking Code

T/TA	With adult help
VF	Verbal feedback given
O	Missing punctuation
<u>underline</u> or reminder to self-correct	Spelling error
//	New paragraph
^	Missing word or letter
Pink tick next to learning objective	You have met the learning objective and success criteria
Green dot next to learning objective	You have not met the learning objective and success criteria yet
	What you have done well
	Next step for success
Green biro or green pencil	Self/Peer marking or improvements

#### Tonwell St Mary's EYFS Marking Code

I	Independent work
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T/TA	With adult help
VF	Verbal feedback given
Pink tick next to learning objective	You have met the learning objective and success criteria
Green dot next to learning objective	You have not met the learning objective and success criteria yet
	What you have done well
Green biro or green pencil	Next step for success in collaboration with the pupil