



Lyppard Grange Primary School

Feedback for Learning Policy

Date of Review	September 2024
Date of Next Review	September 2025
Minutes Reference	02.10.2019



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Feedback for Learning Policy

This feedback for learning policy aims to support children in their learning by recognising the invaluable role effective feedback plays in enabling children to make progress. We believe that by commenting constructively on a child's work, identifying strengths and areas for improvement we can encourage children to have a sense of pride in their achievements and help them to persevere and strive for continuous improvement.

In applying all aspects of this policy, we recognise that the retention of each child's self-confidence is critical to successful learning and it is essential that pupils continue to feel valued and good about themselves, particularly at times when progress may be slower.

Purpose

Our policy is underpinned by the evidence of best practice. At Lyppard Grange Primary School we believe that the purpose of feedback for learning is:

- To help pupils make progress and promote higher standards
- To provide strategies for pupils to improve
- To encourage, motivate, support and promote positive attitudes
- To inform planning and structure the next phase of learning
- To provide information for assessment
- To provide constructive advice
- To recognise achievement and effort
- To show pupils we value their work
- To correct errors and address misunderstandings
- To allow pupils to reflect on their own performance and to set targets for further improvement
- To encourage pupils to have a sense of pride in their work

Key Principles

At Lyppard Grange Primary School the sole focus of feedback should be to further children's learning, therefore feedback should:

- Be constructive
- Be timely and respond to the needs, attainment and ability of the individual learner
- Be related to specific learning objectives, success criteria and/or curricular targets which the pupils will know in advance of starting a task
- Ensure pupils know how well they are doing and what they need to improve to make further progress
- Provide pupils with opportunities to assess their own work and that of others after careful structuring by the teacher

Type and Frequency of Verbal Feedback at Lyppard Grange

We believe that verbal feedback to a child, whilst a task is being completed or as part of the next phase of learning, is the most effective method for supporting progress.

- This is the most frequent form of feedback
- It has immediacy and relevance as it leads to direct pupil action
- Verbal feedback may well be directed to individuals or groups of pupils; these may or may not be planned for, but will be based on acute and strategic assessment for learning

Type and Frequency of Peer Feedback and Self-Reflection at Lyppard Grange

Children may, where appropriate, self-check, or comment upon another child's work. Children are not permitted to write upon one another's work. Teachers will always review this.

- Peer feedback is shown by research to be one of the most effective modes of feedback
- Effective peer feedback is rigorously structured and modelled by the teacher
- Pupils need to be well trained over time to effectively peer assess one another – this process will be led by all teachers
- When completing self-reflection tasks, pupils need an explicit and clear structure to identify their learning needs
- Erasers are used with caution and their use is controlled by teachers. Errors are left as useful indicators of misunderstanding and misconception. Corrections made alongside errors enable us to see when such mistakes have been addressed and rectified

Feedback in practice at Lyppard Grange

Individual Targets

Feedback should inform the child of the progress they are making and the target they need to work towards to improve. In writing, maths and reading tasks, the target will be shown in the title. The teacher will indicate whether a target has been met by highlighting the target in pink. If a child has started to make progress towards a target, it will be hatched in pink and if a child has not met their target, it will be highlighted in blue. Targets will be taken from the online tracking system (Insight) but should be written in language appropriate to the age and stage of the children. These will be shared and discussed with the children.

Specific Details for Year Groups and Key Stages

This policy will be used throughout the school, but the details below will guide teachers in specific year groups as to any particular applications for pupils within their area. We recognise that feedback will need to be adjusted to match the ability and needs of specific children.

Foundation Stage

All feedback provided to children in Early Years is given verbally. Often feedback will take the form of intervention in a child's activity or play, designed to move learning forward. However, as across the rest of the school, it is crucial that even the youngest of children understand what it is they have done well and what they need to work on to progress. Adults working with Early Years children are encouraged to time their interventions carefully so that they promote further investigation and

enquiry amongst the children, building on from what the child has done already. Observations from teacher-led activities are written into children's individual 'Learning Journeys', and are used to plan next steps in learning.

Year 1

Children starting Year 1 will continue to receive verbal feedback, as detailed in the EYFS guidance above. The KS2 model will be adopted in a simplified form as the year progresses. Assessment observations are written into children's individual 'Learning Journeys', and are used to plan next steps in learning. In addition to this, the children will have their targets for reading, writing and maths shown in the title. Within written tasks, toolkits (success criteria) will be shared verbally with children and spelling errors will be indicated by highlighting the sound(s) within the word which has been incorrectly identified, with a focus on subject-specific words, high frequency words or specific spelling patterns up to a maximum of 3 words (see Spelling Policy for further details and Appendix A for examples).

Correct calculations will be identified with a pink highlighter and any errors in calculation will be identified with a blue dot. Highlighting is introduced as children become ready for this style of feedback.

Year 2 – Year 6

Verbal feedback remains the predominant form of feedback in Years 2 – 6.

Throughout a lesson, children will receive timely and targeted feedback. This will be evidenced by improvements made by the children in their work.

After a lesson, when appropriate, the teacher will complete a feedback sheet in their feedback book (see Appendix B) which will be used to plan next steps in learning. The teacher will plan a whole class feedback session, using the notes from the sheet as an aide-memoire, adapt the following lesson as appropriate or modify future planning to tackle identified next steps. Where appropriate, the start of the next lesson will begin with sharing good examples, identifying common errors in basic skills and addressing common misconceptions that have been identified. However, there will be occasions where it is more appropriate for feedback to be used to guide future lessons. Children will then have time to respond to feedback, taking real ownership of their learning. The implementation of the feedback may take place by editing an existing piece of work or by completing a new task; this will be identified on the whole class feedback sheet. Individual, targeted feedback will be given where needed.

In addition to this verbal feedback, there are a small number of annotations that teachers may use to support children with the implementation of feedback (see Appendix A):

- Targets will be highlighted as detailed in the Individual Targets paragraph above
- Spelling errors are indicated by highlighting the sound(s) within the word which has been incorrectly identified, with a focus on subject-specific words, high frequency words or specific spelling patterns up to a maximum of 5 words (see Spelling Policy for further details)
- If a child has missed out a word or phrase, indicate this using a ^ in the space where the word or phrase has been missed
- Missing punctuation is shown by a small line using blue highlighter where it has been missed. Inaccurate punctuation is shown by underlining the error in blue highlighter. If punctuation errors are consistent across a class/group, this should be tackled in feedback sessions. This can include incorrect capitalisation.

- A straight line underneath a verb indicates the tense is wrong and a double line under 2 or more words indicates ineffective repetition.
- When marking, identify one area which the child needs to work on; aim for no more than 6 groups within the whole class. If you need to focus children in feedback sessions, use a vertical blue highlighted line in the margin to show them which section/sentence they need to focus on when editing. Feedback sessions should then clarify what needs editing within that section.
- Children use a green 'polishing pen' to make improvements and corrections – this enables us to see the impact of feedback and how children respond. For extended written work, children will use alternate lines only. This allows space for corrections or rewriting to take place
- Correct calculations are identified with a pink highlighter and any errors in calculation will be identified with a blue dot
- If there is an element of the task which the child has not completed or needs to go back and look at, this can be underlined in blue highlighter to draw their attention to it

Feedback by adults other than the teacher

Teaching Assistants make valuable contributions to children's learning and progress. TAs are able to provide immediate feedback during a lesson, which includes marking calculations in maths. TAs should inform the teacher of pupils' progress in a lesson.

Supply Teachers

Supply teachers are expected to give feedback in line with this policy and a succinct crib sheet is provided to support with this. Feedback sheets completed by Supply teachers should be indicated with ST. This aids monitoring processes.

Success Criteria for this Policy

We know our policy for feedback for learning is working if:

- There is evidence of feedback sheets and assessment observations being completed
- There is evidence of feedback informing future planning
- There is evidence of pupils responding to feedback and implementing next step targets as evidenced in whole class feedback sheets and in assessment observations in learning journeys

Monitoring

We will ensure that this policy is being implemented and followed consistently throughout the school by carrying out regular and routine book scrutiny. This is the responsibility of the Senior Leadership team and subject leaders as part of the school's monitoring processes. Feedback on how effectively this policy is being implemented will be provided through staff meetings, liaison with individual members of staff, and through reports to the governing body.

Rewarding curriculum work and academic progress

Gold awards

These are awarded for academic/curriculum achievement or for achievements within our learning values and should be in line with children's individual abilities so as to ensure a consistent and fair yet differentiated reward system. Gold awards may be given when a child has done an exceptional piece of curriculum work in comparison to their normal individual attainment, or has demonstrated one of our learning values across the school day. These are awarded by staff and a letter is to be sent home to parents. These are then recorded in the 'Golden Book'. Names are read out on a

weekly basis in Congratulations Assembly and children receive a gold sticker. Teachers are required to keep a record of gold awards to ensure fairness and consistency of use.

Congratulations Assembly

These assemblies are used to praise and reward children's individual achievements during the week. Gold stickers are presented and one child (or small group of children in the case of paired or group work) from each class is selected by the class teacher to show and celebrate their work or achievement. In turn, each teacher announces who they are recognising and why. The child is invited to the front and encouraged to share what they have been doing, with support from their class teacher, and then presented with a personalised certificate. Parents are informed via e-mail on a Wednesday that their child will be in Congratulations Assembly on a Friday. Where possible, this is kept a surprise for the child being rewarded. During the assembly, each child is presented with a 'Lyppard Grange' prize. It is the class teachers' responsibility to keep a record of the children who have been congratulated so that all children's efforts are recognised through the year and every child is rewarded once in each academic year. The prizes should be given as below:

- EYFS badge
- Y1 pencil
- Y2 rubber
- Y3 sharpener
- Y4 ruler
- Y5 pen
- Y6 pencil case

These assemblies take place on a weekly basis every Friday. KS2 assembly begins at 9:00am and EYFS/KS1 assembly begins at 3:00pm

The school also aims to acknowledge the efforts and achievements of children out of school, e.g. music or swimming certificates. These are shared and celebrated in classrooms.

Policy Review

This policy was developed after an initial pilot phase in the following year groups and subjects: Year 2 Maths and English; Year 5 Maths; Year 6 English.

Established October 2019

Reviewed October 2022

Reviewed September 2024

APPENDIX A – Example of feedback in Year 1

The handwriting practice sheet features a grid of trees. In the center, there are drawings of various sweets: a large red lollipop, a green lollipop, a pink lollipop, an orange lollipop, and a purple lollipop. Below the drawings, the sentence "All of the Sweeties are running away from me." is written on lined paper. The word "away" is highlighted in blue. There are also some pink scribbles at the top of the page.

The ee at the end of sweetie has not been highlighted because at this stage of the year the alternative spellings for the ee sound have not been taught

The <ay> sound has been highlighted because the child has been taught the alternative spellings of this sound, so should be able to try to correct this word

from is word which the child should be able to sound out using their phonics, so the omitted sound has been highlighted for the child to correct

APPENDIX A – Example of feedback in KS2

This is an example of a Year 6 child's work which has been edited following a feedback session.

Target highlighted as the child has achieved it

Friday 7th October 2022

TARGET: To evoke a feeling of concern

Audience: People interested in WW2	Purpose: To make them feel concerned for my character as they live through the Blitz
To create a feeling of concern for my reader I could include...	
Expanded noun phrases which include powerful adjectives, to help the reader picture what is going on, e.g. <u>the sinister wail of air-raid sirens</u>	Powerful verbs which convey action, e.g. <u>emerging</u> from the smoke; <u>whizzing</u> through the air
Adverbials to say when/where the action is happening, e.g. <u>From right behind my house</u> came a powerful explosion.	Personification to bring the scene to life, e.g. <u>an angry, red sky</u>
Similes – Every instance was a false alarm, <u>like a naughty child banging on the door and running away</u> - the bombs never fell near us.	Metaphors - night shrouded the streets in its <u>velvet blanket</u> ; a shape emerged from the rooftops in front of me: <u>a huge, winged monster</u>

arrow to indicate the child had missed something – a sentence to link to the previous paragraph in this case

Incorrect sound in a word has been highlighted

Blue lines indicate missing or inaccurate punctuation or capital letters.

vertical blue line which links to the verbal feedback given to the child in this case that he has overused 'and' and needed to focus on changing that in this section

Handwritten text with feedback annotations:

↑ All of the lights were off; the ~~per~~ repetitive ^{howl} wail of the air raid siren rang in my ear. ^{dropped down and} small grains of dust banded on the ground. I sheltered my head with my hands as I curled up into a tiny ball to protect myself. ^{and was trembling with fear.} I had lost my voice, ~~it felt petrified.~~ knowing that I could die or be in endless pain any second, ~~what makes it even more worse is~~ I don't feel as scared each time it happens ^{shutting} ~~to~~ shut my eyes tighter than a knot you

APPENDIX A – Example of feedback in maths

Targets highlighted as the child has achieved it

13.10.22

TARGET: To use short division (Do it)

Complete the divisions.

a)
$$\begin{array}{r} 3123 \\ 39369 \end{array}$$

b)
$$\begin{array}{r} 4021 \\ 28042 \end{array}$$

c)
$$\begin{array}{r} 2141 \\ 48564 \end{array}$$

d)
$$\begin{array}{r} 11417 \\ 5571085 \end{array}$$

e)
$$\begin{array}{r} 23609 \\ 3710827 \end{array}$$

f)
$$\begin{array}{r} 04107 \\ 6246442 \end{array}$$

TARGET: To use short division (Twist it)

Work out the values of a, b, c and d.

$$\begin{array}{r} 1386 \\ a \ a \ a \ a \ a \ a \ a \end{array}$$

a = 198

$$\begin{array}{r} b \ b \ b \ b \ b \ b \ b \ b \ b \\ 3339 \end{array}$$

b = 371

$$\begin{array}{r} 54 \ 54 \ 54 \ 54 \ 54 \\ c \ c \ c \end{array}$$

c = 90

$72 \times 24 = d \times 6$

d = 288

d)
$$\begin{array}{r} 0286 \\ 6 \overline{) 175248} \end{array}$$

$$\begin{array}{r} 72 \\ \times 24 \\ \hline 288 \\ 1440 \\ \hline 1728 \end{array}$$

d)
$$\begin{array}{r} 72 \\ \times 24 \\ \hline 288 \\ 1440 \\ \hline 1728 \end{array}$$

a)
$$\begin{array}{r} 0198 \\ 7 \overline{) 13856} \end{array}$$

b)
$$\begin{array}{r} 0371 \\ 9 \overline{) 33639} \end{array}$$

c)
$$\begin{array}{r} 54 \\ \times 5 \\ \hline 270 \end{array}$$

d)
$$\begin{array}{r} 090 \\ 3 \overline{) 270} \end{array}$$

Pink highlighter indicates correct calculations

Blue dot indicates an error. The child would be expected to correct this in polishing pen following feedback session.

APPENDIX B

Example of feedback pages for maths (Years 2-6)

Lesson Target:		Date:
Objective met including Star performers indicated with a *		
Do It	Twist It	Deepen It
Supported in lesson		Misconceptions/Errors/Barriers to learning
Presentation	Incomplete work	Absent
What next?		
Whole class	Further support required for Individuals/small groups	

APPENDIX B

Example of feedback pages for all other subjects (Years 2-6)

TARGET:		Date:	
Objective not met	Star performers:	Supported in lesson:	
Presentation:	Incomplete work	Absent:	
Misconceptions/errors:			
Spelling:			Grammar:
Punctuation:			Cohesion:
Next steps:			