




FOREST HILLS PRIMARY SCHOOL FEEDBACK POLICY

Document Control Table

Title	Forest Hills Feedback Policy
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Document History

Date	Author	Note of Revisions
July 2021	RK	New Policy
August 2022	SP	Adapted to Forest Hills Policy for approval of LGB

At Forest Hills Primary School, we recognise that feedback is an integral part of the teaching and learning cycle and provides pupils with an effective and more meaningful process for improvement.

This policy is underpinned by the evidence of best practice from research carried out by the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research identifies that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given where needed so that it is meaningful
- Encourage pupils to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions and errors, so that the teacher can address these in subsequent lessons.

In addition, the following was considered:

Cognition overload for the pupils – the impact on long term memory

Purpose – it should be about improving pupils' learning

Consistent approach – Ensure children, parents, staff understand it

Forest Hills Feedback expectations

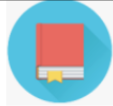

Overview



Lay the foundations for effective feedback (needs to be prepared before the lesson):			
Type of feedback	When	How often	What does it look like
Learning Objectives (LO) and Success Criteria (SC) or Knowledge Objectives and Knowledge Goals Staff using purple pen	-Share at the beginning of the lesson. -Pupils to complete during / at the end of the lesson. -Staff to mark against it	Every lesson	See page 4
Pupils Self and Peer assess (SA) (PA) using green pen.	-During the lesson/ at the end of the lesson -Also as part of P+ during DIRT/ Feedback time	At least once a week	See page 4 / 5
Deliver appropriately timed feedback that focuses on moving learning forward during the lesson:			
Type of feedback	When	How often	What does it look like
Live / in the moment marking	During the lesson	On going	See page 5
Think Pink	During the lesson or after the lesson	At least once a week	See page 6 and Appendix 1
Whole class/group/individual modelling	During the lesson	As and when appropriate	See page 6
Deliver appropriately timed feedback that focuses on moving learning forward after the lesson:			
Type of feedback	When	How often	What does it look like
Stickers/ stamps to celebrate successes and effort	During or after the lesson	On going	See page 6
Next step activities P, P+. T	Next day/ next lesson/ DIRT time on a slide	At least once a week	See page 6 & 7
Teacher reflection	Outcome of next step activities	As and when appropriate	See page 7

What does it look like?




1. Lay the foundations for effective feedback:

- Use a **Learning Objective (LO)** and **Success Criteria (SC)** that includes the Learning Objective, Success Criteria, identification of working being Independent (I) or with support (GT), previous knowledge and key vocabulary. **This should be created and used in every lesson.** See examples below:

Tuesday 16 th November		
L.O. to retrieve (find) information in the text.		
Success Criteria	GT / I	
Have I been successful?	Me	JC / CG
Read the question carefully, considering what I am looking for		
Re-read the text, looking for the right part of the text to answer the question		
Use key words from the question to locate information		
Re-read the question to make sure that I have found the correct information		
<p>I. Underline the word that is closest in meaning to scared?</p> <p>froze frightened fearless foe</p>		
		 Retrieve

Monday 6 th September		
History - L.O. to compare and contrast the life of an Anglo Saxon child to a present day child.		
Success Criteria	GT / I	
Have I been successful?	Me	AR / JH
I can use images to infer what Anglo Saxon children did.		
I can use a text to compare the jobs done by boys and girls.		
I can identify similarities between our lives (compare).		
I can identify differences between our lives (contrast).		
Vocabulary present illiterate contribute household ploughing		Prior Learning What do you know about the lives of Anglo Saxons? 

- Ensure there are opportunities for **self and peer assessment** (symbols to be used -SA or PA) opportunities **at least twice a week.** See examples of self and peer assessment below:

06.09.2021			
L.O. to understand the value of digits			
Success Criteria	GT / I		
Have I been successful?	Me		TK / KB
I can read a number			
I can use a place value chart to write a number			
I can read columns to understand the value of a digit			
I understand that the value of a digit is determined by its place in a number			
Vocabulary digit place value column ones tens hundreds thousands		Prior Learning What do we mean by place value? 	



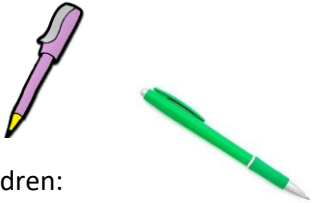
Peer Assessment by _____

2 'stars' /things that I think are good about your work:

- ❖
- ❖

1 improvement I think you could make to your work:

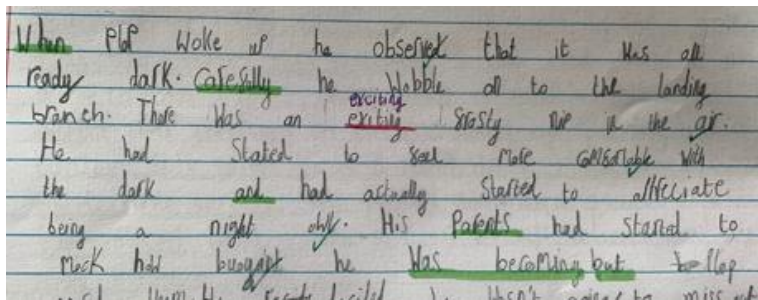
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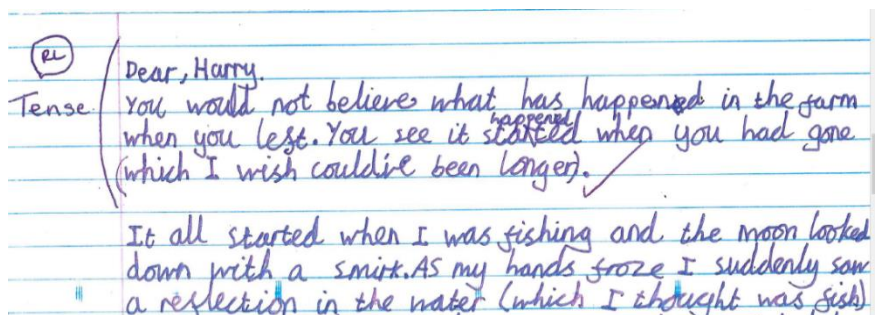
- Ensure staff mark using a purple pen:
- Pupils self-mark/ edit using a green by children:


2. Deliver appropriately timed feedback that focuses on moving learning forward during the lesson

- **In the moment/live marking** - This is marking during the lesson and should be carried out **in every lesson**. See examples of how this can be done below:
 - **Staff may use highlighting as a method for live marking** – Green highlighter used by the teacher to identify where the Success criteria has been met or celebrate good use of vocabulary. Pink highlighter used by teacher to identify what needs correcting.



- **Staff will use** verbal feedback with a speech bubble to indicate discussions.






- **Staff will use** a limited number of symbols, with SP (spelling) and  (next step) as a minimum, as and when appropriate.
 - Example 1 – word underlined, pupil then corrects it in green pen
 - Example 2 – SP in the margin tells the pupil there is an incorrect spelling on that line in their work, pupil finds the word and corrects it in green pen
 - Example 3 – Success Criteria with next steps symbol used by both teacher (Teacher assessment – TA) and child (Self-assessment - SA)

Because of the rain, we can't play outside.
 Is it raining in London? It ^{definitely} is in Wales!
 I never knew it would be this calm in the country
 side (the city is much ^{smaller} larger and busier).

sp As we arrived at the new house, I discovered
 how ^{rich} and ^{ancient} the house ^{actually} was!
 It looked as if it was built in the stone-age!
 My parents had to pick this one...

LO: To understand the context of a narrative

RL LM KB SH	Success Criteria- Can I successfully understand the context of a narrative by ...?	SA
✓	explaining the meanings of new words and phrases and using them to help me to understand the text	✓
✓	considering what I already know about the characters	✓
✓	learning about the real location where my narrative is set	✓
✓	summarising what I know about where the narrative is set and using this to add to my predictions about the themes, issues and events	✓
 prediction ✓ context ✓ issues ✓ themes ✓ setting ✓ events ✓ images ✓	Prior knowledge How can understanding the context or setting help us to understand a narrative? 	MA
	Pick five new words from the chapter that you find interesting throttle, man-made, blouse, neck-rugger, cockpit	




- Staff will use Think Pink –twice a week. Think Pink guidelines in appendix 1
- Staff will ensure there are regular opportunities for the class to review the objectives/progress of the lesson through whole class/group/individual modelling using the children’s work as and when appropriate. This can be done through using air server, a photo, reading work aloud or holding up work

3. Deliver appropriately timed feedback that focuses on moving learning forward after the lesson

Teachers and support staff should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.

At Forest Hills, teachers and support staff look through **every book** at the end of a lesson.

- Staff will mark off the Success criteria for every lesson using a tick or next step symbol. .
- Staff will use Stickers/ stamps to celebrate work – on going
- Staff will assess children into groups according to the next step activities. This is to be done at least twice a week, where appropriate. Just add the symbol at the end of the work and correct colour highlight.

Symbol	What children need to do
T 	Teacher / support member of staff to work with children on yesterday's LO - Reteach, Revise or Redraft with modelled help, teaching to avoid knowledge gaps and challenge misconceptions.
P 	Children that need to practise or check task, ensuring they have started to embed knowledge and skills in the memory
P+ 	Need a task to challenge the child further within what has been taught, deepening the learning etc.

Staff may write the children's next step in the children's book, stick it in or they may include the next step activities on the next day's Activ Inspire slides.

- **Staff will feedback the following lesson / morning during dirt time**

Reflection and feedback should take place during DIRT time (Dedicated Independent Reflection Time), at the beginning of the next lesson. The aim is to address the following:

Teacher reflection following the next steps session:

P	'P' work completed by pupils - Decide if further embedding needs to be planned in as part of future lessons.
T	'T' work completed by pupils- Decide if support is still needed pupils to address this through interventions or 1-1 work outside of the lesson.

PHMAT - Think Pink Guidelines

An amendment due to Covid 19 to address common misconceptions.

- Part of the writing process to develop independent editing and to reduce long term teacher marking. Our children need to see this as a **positive** part of their process.
- Bridging the gap between proof-reading starters and independent writing.
- In writing, the teacher identifies misconceptions based on the **non-negotiables** and also **previously taught skills** (skills **not** on current writing checklist).
- Prioritise the misconception for that individual child by only addressing **one** misconception (even if multiple examples shown):
 - Correct demarcation of sentences
 - Capital letters and full stops
 - Punctuation
 - , ! ?
 - Grammar
 - Tenses – ensure verbal / written clarification on misconception
- Identification is made through the use of a pink highlighter.
- Pink highlighter to only be used for this purpose
- “Change 1, check for the rest!”
- This can form your live marking process or take place after the lesson.
- To take place every English lesson where appropriate.
- Use your teacher judgement to decide if this is necessary at all!

Once misconception is identified:

- Highlight the same misconception within one writing cycle
- Verbal communication with child
- Proof-reading starter
- Pit stops
- Reflect and consider if and when an intervention would be appropriate (group or individual)

Identify common misconceptions to collate names and implement a group intervention if appropriate.