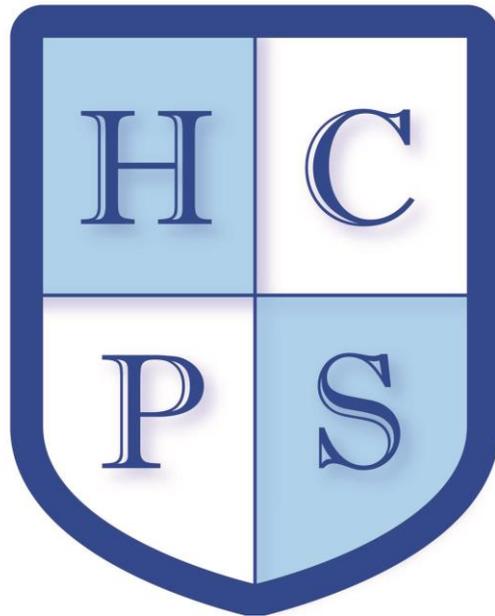


# Hunslet Carr Primary School



## Feedback Policy

**High expectations**  
**Caring**  
**Positive attitudes**  
**Successful**

Policy reviewed: November 2017

Next review: November 2019

*High expectations, Caring, Positive Attitudes and Successful*

## **STRENGTHS OF OUR SCHOOL**



### **The Children**

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

### **The Community**

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

### **The Curriculum**

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

### **The Staff**

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

## **THE CURRICULUM WE HOPE TO PROVIDE**



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### **Skills**

Fluent and confident in Reading, Writing and Maths  
Communicate with confidence  
ICT skills fit for the future  
Life skills – money, time, cooking  
Safety skills – Swimming, healthy choices  
Problem solving skills – Patience & Resilience

### **Attitudes**

Confident and independent  
The belief they can reach for the stars  
Celebrate a range of cultures  
Take responsibility for the environment  
Be honest and learn from their mistakes  
Children who are caring and helpful

### **Experiences**

To have 1<sup>st</sup> hand experiences of...  
Going away on a residential trip  
Visiting a range of places of worship  
A chance to look after an animal  
Relevant trips to theatres/farms/beaches  
Taking part in public performances  
Work experiences & further education

### **Knowledge**

High school ready English & maths  
To know about local places of interest  
To know where we are in the world  
Life skills – money, time, cooking  
Information about possible careers  
To know major historical facts  
To know their own strengths

## **Purpose of the policy**

For all people connected with the school to understand what **outstanding Feedback** looks and sounds like, and what criteria these will be measured on.

## **Outstanding Feedback should:**

- Allow children to **understand** what they have done well.
- Allow children to **understand** it is all right to make mistakes.
- Make it **clear** to children what they need to do to improve.
- Allow children to make **visible** signs of improvement.

## **Understanding**

- Allow children to **understand** what they have done well:
  - Children should know what they have done well and explain why it is good, or important that they have done this aspect well.
- Allow children to **understand** it is all right to make mistakes:
  - Children should know that it is all right to make mistakes as this is how we learn.

## **Clear**

- Make it **clear** to children what they need to do to improve:
  - Feedback to children should be clear and specific. There are a number of types of feedback, these are:
    - Challenge – Can you use your ideas in a different context?
    - Reminder – What have you forgotten? What should you have done?
    - Steps – First go and check... Then change this to... Finally do this...
    - Example – Look at my example, can you do a similar question?

## **Visible**

- Allow children to make **visible** signs of improvement:
  - Children need to be given time in class after verbal feedback to make a visible improvement to their work, or time the next day/lesson to respond to written feedback and make visible improvements.

## **Consistency of Feedback**

Following the Government's publication of the reducing workload documents our school is committed to a written feedback policy that is both effective in securing pupil progress but manageable. For more details about the documents please visit the website:

<https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload>

With this document in mind, it is an expectation that teachers carefully plan the feedback that they aim to use over a week, so that they do not exceed more than 5 hours of written feedback per week.

In order to make this a habit there are a range of actions you should consider:

- Have the children completed work that required them to produce work of a high quality, using and applying their knowledge, skills or ideas? If they have, then perhaps this is the **ONE** piece of work that you would **deep mark** for that child in that subject that week. *This type of feedback might work well for drafts, or end of unit pieces of writing, word problems where children have to explain their thoughts or, topic work where children have given opinions based on research.*
- Have the children completed work that you can stop the lesson 5 minutes earlier than you previously would have so you can give them the answers and let them **peer or self mark**? *This type of feedback might work well for spellings, arithmetic or multiple choice questions.*
- Have the children completed work that you can stop the lesson 5 minutes earlier than you previously would have so that you can ask them (once trained) to give **peer or self feedback** about how they have achieved the learning outcome for the lesson

and an action that when completed would improve the work? *This type of feedback might work well for longer pieces of writing as well as reasoning and problem solving in maths or justification work in topic.*

- Have the children completed work in a guided group (either with you or one of your support staff) that can be marked as the session is ongoing? If you have given **guided written or verbal feedback** at the time of the session then you would need a simple tick of acknowledgment.
- If we are to seriously make a difference to workload then some work needs to be **acknowledged marked**, that is to say that the adult has ticked the page to acknowledge where the child has met the learning outcome but not made any comment or given an action.

There are many other ideas around marking that can be found in books on [pinterest.com](https://www.pinterest.com)

Once you recognise the different types of marking and what each type might be most suitable for, you can timetable your week so that your feedback workload never exceeds 5 hours.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	B&Y Peer M R Self M G Guided VF	B&Y Acknow M R Guided WF G Deep M	B&Y Deep M R Acknow M G Peer M	Y Self F B Peer M R Deep M G Peer M	B&Y Guided VF G&R Peer F
<b>Maths</b>	Y Peer F B&R Self M G Acknow M	Y Self F B&R Acknow M G Guided WM	B&Y Peer F B&R Guided WF G Acknow M	B&Y Deep M R Peer M G Deep M	Y Acknow M B Self M R Guided WF G Self M
<b>Topic</b>	All Deep M	PE & French	B&Y Self F G&R Acknow M	Music & Library	KS2 Star Assembly
<b>Time</b>	30 x 3min 6 x 1min	14 x 1min 6 x 3min 12 x 1min	12 x 3min 6 x 1min 6 x 1min 12 x 1min	6 x 3min 12 x 3min 6 x 3mins	6 x 1min
<b>Total</b>	96min	44min	60min	72min	6min
				Weekly Total	4hrs 38mins

In the example above the teacher has chosen to work longer on Monday and Thursday as they don't have meetings on those days and has deliberately left their weekend light as they know there is a family engagement that weekend.

You should build your feedback workload around your work/life balance. Other examples might be where a teacher has tickets to a concert or the cinema on a school night and deliberately chooses to do no **Deep** or **Acknowledge** marking on that day, instead choosing to work 2 hours on a different evening to keep up to date. You might have clubs you attend or childcare. **Build your week to suit you!**

This system will only work if you trust that as leaders we will not be judging the **quality** of your feedback based on the **quantity**.

That is why in SLT meetings we will be working hard as a leadership team to moderate our judgements on how effective marking and feedback is based on the **impact** it has on children's **progress**. From now on, when you are given feedback after a book scrutiny, the feedback will focus on how **effective** your feedback has been, not on how much you have done!

## RAID Symbols

In order to successfully moderate using Chris Quigley's Basic, Advancing and Deep criteria it is important that we know the story behind the piece of work. In order to help the following grids have been printed on the bottom of each page in the English, Maths, Science and Topics books and should be completed every lesson either by the teacher, support staff or the child. This can be part of the lesson or afterwards.



## RAID Symbols

Support		Task		Equipment	
TA		Guided		Given	
T or HLTA		Shared		Chosen	
Independent		Independent		No Equip	

By ticking this grid you will help the moderator know:

- R How **Representative** of the child's attainment this piece is
- A The type of **Activity** it was (Guided, Shared or Independent)
- I How much **Input** there was (Support and Equipment)
- D Over which **Duration** did the task last

## Mistakes in books (New for 2017-18)

As we work with the children to develop their growth mindsets it is important that all strands of our school are consistent with this message. From September 2017 children should not routinely rub out their mistakes. Instead children should show that they know they have made a mistake by drawing a single line through it.

## English – Deep Marking

Deep Marking should focus on the basics of grammar, punctuation and spelling and set the child an action to move their understanding forward.

Teachers should take account of age-related expectations, the non-negotiables and the needs of individual children.

It is expected that the following symbols are used:

	Spelling	Punctuation	Grammar
Apprentice (Basic)	<p><b>S</b> written in the margin on the line where the spelling needs correcting and <u>underline</u> the spelling.  <b>Teacher</b> to model the correct spelling in the Spelling box on the page and child to repeat it 3 times.</p>	<p><b>P</b> written in the margin on the line where the punctuation needs correcting. ○ Circle the mistake that needs correcting.  <b>Child</b> to use their skills to correct the mistake.</p>	<p><b>G</b> written in the margin on the line where the grammar needs correcting. <u>Underline</u> the mistake that needs correcting.  <b>Child</b> to use their skills to correct the mistake.</p>
Qualified (Advancing)	<p><b>S</b> written in the margin on the line where the spelling needs correcting.  <b>Child</b> to write the correct spelling in the spelling box on the page and to repeat it 3 times.</p>	<p><b>P</b> written in the margin on the line where the punctuation needs correcting.  <b>Px2(or more)</b> to indicate if more than one correction needs to be made.  <b>Child</b> to use their skills to find the error(s) and correct.</p>	<p><b>G</b> written in the margin on the line where the grammar needs correcting.  <b>Gx2 (or more)</b> to indicate if more than one correction needs to be made.  <b>Child</b> to use their skills to find the error(s) and correct.</p>
Mastering (Deep)	<p><b>S</b> written at the end of the piece of work.  <b>Child</b> to locate inaccurate spelling and make appropriate correction(s).  <b>Child</b> to write the correct spelling in the spelling box on the page and to repeat it 3 times.</p>	<p><b>P</b> written at the end of the piece of work.  <b>Child</b> to locate inaccurate punctuation and make appropriate correction(s).</p>	<p><b>G</b> written at the end of a piece of work.  <b>Child</b> to locate inaccurate grammar and make appropriate correction(s).</p>

## Showing the children what they have done well

The teacher should indicate what the child has done well with ticks or a smiley face next to the section of work that shows success. This could include actions from previous lessons that have been acted upon, therefore showing visible progress. It may also relate to the Learning Objective or non-negotiables.

## Showing the children what there next steps are

All deep marking should result in an action (next steps) that children should act upon using a **Purple Pen** at the earliest opportunity so that it remains relevant to them. Please draw the following symbol and then give them an action. Example.



In Yellow highlighter please show me the fronted adverbials you have used.

## Maths – Deep Marking

Deep Marking should focus on the basics of number, arithmetic and reasoning and set the child an action to move their understanding forward.

Teachers should take account of age-related expectations, the non-negotiables and the needs of individual children.

It is expected that the following symbols are used:

	Number	Arithmetic	Reasoning
<b>Apprentice (Basic)</b>	<p>○ Circle around the number reversal or place value error e.g. 13 written instead of 31.</p> <p><b>Teacher</b> to model the correct orientation or number in the Key Vocab box at the bottom of the page</p> <p><b>Child</b> to repeat it 3 times.</p>	<p><b>AX</b> written beside the calculation that is incorrect. Where possible use a <input type="checkbox"/> to indicate the part of the calculation where the error was made.</p> <p><b>Child</b> to use their skills to correct the mistake.</p>	<p><b>RX</b> written beside the reason/explanation that is incorrect. Where possible <u>underline</u> the part of the explanation where the error was made.</p> <p><b>Child</b> to use their reasoning skills to correct the mistake.</p>
<b>Qualified (Advancing)</b>	<p>○ Circle next to the number or calculation where the reversal or place value error has taken place.</p> <p><b>Teacher</b> to model the correct orientation or number in the Key Vocab box at the bottom of the page.</p> <p><b>Child</b> to repeat it 3 times.</p>	<p><b>AX</b> written beside the calculation that is incorrect.</p> <p><b>Child</b> to use their skills to correct the mistake.</p>	<p><b>RX</b> written beside the reason/explanation that is incorrect</p> <p><b>Child</b> to use their reasoning skills to correct the mistake.</p>
<b>Mastering (Deep)</b>	<p>○ (<b>x2 or more</b>) at the bottom of the page to indicate that a reversal or place value error has taken place above.</p> <p><b>Child</b> to model the correct orientation or number in the Key Vocab box at the bottom of the page and repeat it 3 times.</p>	<p><b>AX (x2 or more)</b> written at the bottom of the page to indicate that there are calculations above that are incorrect. (Do not tick correct calculations on these occasions)</p> <p><b>Child</b> to use their skills to find and correct the mistake(s).</p>	<p><b>RX (x2 or more)</b> written at the bottom on the page to indicate that there are reasons/explanations above that are incorrect. (Do not tick correct reasons/explanations on these occasions)</p> <p><b>Child</b> to use their reasoning skills to find and correct the mistake(s).</p>

## Showing the children what they have done well

The teacher should indicate what the child has done well with ticks or a smiley face next to the section of work that shows success. This could include actions from previous lessons that have been acted upon therefore showing visible progress. It may also relate to the Learning Objective or non-negotiables.



## Examples of possible Actions/Next Steps

There are 4 types of possible Actions/Next Steps you can set children and this will depend on:

- What level of challenge they are working at; Basic, Advancing or Deep.
- Where you are in the teaching sequence for the unit; Start, Middle or End.

## The four types

Types of Action /Next Step				
Attainment or Challenge Level	Higher Attainment (Deep)	<b>Challenge</b>	End of the Unit	Teaching Sequence
	Middle Attainment (Advancing)	<b>Reminder</b>	Middle of the Unit	
	Lower Attainment (Basic)	<b>Instructions</b>	Start of the Unit	
		<b>Examples</b>		

## Examples

Often given to children at a Basic level or towards the start of a unit of work.

- The teacher might give two examples of how to use an English or Maths technique and ask the child to write/show a third example using the same skills.
- The teacher might highlight two occasions where the child has used a technique and ask them to find a third example to highlight.

## Instructions

Often given to children at the higher end of the Basic level or towards the middle of a unit of work.

- The teacher might give two or three instructions on how to punctuate inverted commas and then ask the child to write a sentence following the instructions.
- The teacher might give two or three instructions on how to round a three digit number to the nearest ten and then ask the child to follow the instructions and round three examples.

## Reminders

Often given to children at the Advancing level (as they become more independent) or towards the middle or end of a unit of work.

- The teacher might remind the children of the techniques learnt so far in the unit and ask the children to highlight where they have included them or to add them.
- The teacher might remind the child to exchange when using column subtraction and ask them to answer two further questions?

## Challenge

Often given to children at the higher end of the Advancing level or Deep and towards the end of a unit of work.

- The teacher might ask children why they have chosen specific words, sentence types, sentence order and focus on the effect on the reader.
- The teacher might ask children to answer a word problem using the calculations the child has been practising.
- The teacher might set an open ended challenge to deepen the child's understanding – ask them to define a technique, ask them to write a rule, ask them to check if the rule is always true or if there are exceptions (does the rule work for decimals?)

## Review

- This policy is to be reviewed every two years.

Faye Pashby

Deputy Headteacher

November 2017