



Barwell C of E Academy Feedback 2018-2019

We want happy, confident, successful children.

We want all children, regardless of their individual circumstances, to be **happy, confident** and **successful**. It is the responsibility of every adult connected with the school to work together as a team to be successful in this aim. We see learning as a journey in which we are all working towards becoming the '**best version of our ourselves**', adults and children. **Feedback** is a powerful tool to communicate successes and, most importantly, the way forward on our learning journey. From an encouraging smile to an in depth analysis of work – feedback can have a great **impact**, making individuals feel **valued** for their contribution.

Our ambitious target for feedback this academic year is: **all feedback to have a positive impact on our children**

Aims and objectives:

We believe that feedback is one of the most important aspects of our work as it is such a powerful tool to help children and adults move swiftly along their learning journey, ensuring a depth of knowledge and understanding. Feedback can appear in many different forms, from informal verbal feedback to more in-depth written feedback and next steps. It can be given by an adult, by a peer, or through self-assessment. We believe that the most important thing to consider when giving feedback is: what will be the impact of this feedback? What response do I need to give in order to move learning on? It is acknowledged that sometimes, the feedback given verbally within a lesson is the most powerful and impactful and therefore, no further feedback is given. Feedback should never be used as evidence for someone else – it should be for the child or to aid the teacher.

Verbal feedback:

Verbal feedback is one of the most powerful forms, especially if it is given immediately. Adults within the classroom (and peers) can move children's learning on quickly and efficiently. We do not record when verbal feedback has been given but we expect to see the impact on children. Through questioning and assessment for learning, teachers and other adults within the classroom are continually assessing children's progress towards Age Related Expectations and responding and adapting their teaching accordingly.

Structure of written work:

All lessons will have a date – long date in Learning Journey Books and Odyssey Books and dot date in Maths and Sketch Books. In Learning Journeys there will be a title in the form of a question to investigate throughout the lesson. In Odyssey Books there will be a specific objective to be achieved. Success Criteria will be used in some lessons to show children what is required of them to achieve. It is up to individual year groups to decide on the format of success criteria but there should be a range of teacher, peer and self-review dependent upon the style of the lesson and the needs of children and the teacher.

Written colours:

To aid communication between adults and for monitoring purposes, we use different coloured pens for different adults in school: Teachers write in black ink; HLTAs in green; LSAs and students in red; children in purple.

Written feedback:

Again, when deciding what feedback to give a child, the first question should always be, what impact do I need to achieve? All teachers should have the very highest expectations of the standard of work, including presentation and spelling and should give feedback when required to ensure that children are working towards Age Related Expectations. Sometimes, children will need to know that they have done a good job and a positive comment, sticker or stamp will help to achieve this. We use a range of symbols in our marking, that are understood by children, to make feedback as simple and time effective as possible:

P - a P in a circle indicates that there will be a 'Post Teach' time where the child will look at their work with an adult following the lesson.

Blue highlighter – children use a blue highlighter when self-marking their work. Blue highlighter indicates that an answer is incorrect.

Pink highlighter - children use a pink highlighter when self-marking their work. Pink highlighter indicates that an answer is right.

Green highlighter – adults use a green highlighter to indicate parts of work that are especially successful or to indicate that an answer is correct.

Yellow highlighter - children use a yellow highlighter to indicate parts of work that are especially successful.

PPP – the Purple Pen of Power is used by children to edit their own and others' work.

Initials – when a lesson is covered by an adult who is not the class teacher, their initials are placed on the top left hand corner of the work. This enables teachers to communicate easily if they require additional information following a lesson.

In depth feedback:

At least once a week, children will be expected to produce a longer piece of written work in the form of a Big Write and teachers will produce a more in-depth analysis of this work. Teachers will use this feedback to plan their discrete Odyssey work to ensure that gaps in children's knowledge and understanding are swiftly addressed. We trust our teachers to make decisions on how best to do this analysis for their own assessments that will best inform their practice.

Response time:

Children are given time to read and respond to feedback. This can be in the form of a 'Quick Fix' where children read and respond to their next steps. This could be making corrections, completing the success criteria, practising misspelt words etc. Alternately, the teacher may direct children to do a 'Big Fix' where they are given extended time to edit work or rewrite a section of work to make it better, for example, improving one paragraph of work or trying a Maths problem in a different way. Both the Quick Fix and the Big Fix should be completed with their Purple Pens of Power.