



Shiremoor Primary Feedback Policy

English

While we recognise the importance of feedback as an integral part of the teaching and learning cycle, we are also mindful of the research surrounding giving feedback implications of written marking. Our feedback has at its core the following principles:

- Feedback should further children's learning.
- Children should receive feedback within and throughout the lesson itself or in the next lesson in the sequence. The 'next step' is usually the next lesson.
- Feedback should empower children to take responsibility for improving their work.
- Written comments should be purposeful and meaningful.

Basic Errors – Checking their Work

Within a lesson, teachers should give children the opportunity to check their work for basic errors such as missing punctuation or spellings and should encourage children to edit their work accordingly before they finish. However, there may be times where teachers need to support some children in finding these errors by providing them with a code in the margin:

Spelling correction – SP	Question Marks – ?
Capitals - ©	Exclamation marks - !
Full stop - .	Apostrophe - '
Commas - ,	Tense - T

Spellings

Whole class feedback in relation to spellings patterns should be addressed at the start of a lesson. Where individual spelling misconceptions are identified, these can be printed at the bottom of the page and children are expected to write these out 3 times correctly. Teachers should identify whether the incorrect spelling is the result of a mistake (error) or a misconception that needs further teaching input. Where a child should have known the spelling, only a prompt will be given. Children should then use the beginning of the lesson to practise these spellings for the remainder of the week. Teachers must ensure children do not continue to make the same errors in subsequent lessons.

Planned Teacher Intervention

At the end of each lesson, teachers will identify children who have any misconceptions which need to be addressed. Any child requiring support from the teacher will have a ***1 or *2** marked at the bottom of the page in **red**.

The teacher will then work with those children and provide feedback within the subsequent lesson. This could be at the beginning (editing a piece of writing on the board) or within the next lesson's objective. The teacher may decide to provide specific, individual feedback (***1**) group these children to address the misconception (***2**).

Targeted Teacher Intervention 'helicopter and land'

While the teacher is moving around the class, they may identify individual children that need immediate feedback in relation to a misconception. The teacher may model, support the

children editing and may annotate the writing with the child. If a teacher has given immediate feedback within the lesson, they would not then mark any further work that lesson.

Any pupils who have needed scaffolding during the lesson (either as small group e.g. 'hold sentence' or 1:21), teachers will add **AS** next to their work to show assisted support.

*If a child has achieved the learning intention and has made no errors, there will be no written element in their work. Their next steps will usually be within the next lesson. The teacher will still assess the children's understanding away from the lesson and use this to plan the next lesson sequence. Often, the teacher may use a particular child's work as a good example and suggest ways to improve with a group of similar children who need further challenge. These children will be grouped using the same * approach.*

Editing

Where appropriate, teachers may task children to self-assess their work against a carefully selected success criteria. Children can then identify an area of their writing to improve on. Initially, the teacher will need to model how to do this effectively and may use a generic piece of writing created by the specifically to demonstrate this during their whole class feedback. On some occasions, it may be appropriate for teachers to use an end of year expectations criteria to assess pupil's knowledge along with some highlighting of these objectives. This may be a useful assessment tool for making accurate end of key stage judgements.

Distance marking

Where relevant, the teacher may provide a child with written feedback away from the direct teaching, **only** if it is deemed meaningful and purposeful to the child's next steps.

Non-Negotiables

Handwriting/presentation

Teachers may identify a common handwriting misconception which they will address during daily handwriting. Any individual handwriting formations may be written at the bottom of the piece of work and the same formation written daily until it is completed correctly in all work. High expectations in handwriting feed high expectations in general standard and behaviour. Unacceptable handwriting to be given back and repeated until improved. All children are aiming for pen licence. Joins to be taught daily with a specific focus.

Common Exception Spellings

Teachers must ensure that by the end of the year, children are able to spell the common exception words given for their year group (and previous year group). These must be picked up and practised when errors are identified.

Maths

Maths feedback has the intentions of ensuring pupils' misconceptions are addressed and pupils are extended through further challenges.

- Correct answers should receive a **tick** and incorrect answers a small **x**.
- If the teacher has identified that the child has a misconception and requires feedback/work to be supported the next session by the teacher/a differentiated task to be completed during the next session, these children's books will be marked with a red asterisk *****.
- For those children that have successfully completed the Main Task (possibly with some minor errors and need for consolidation), the work will be marked with ticks and crosses but will **not** be given a coloured asterisk. Instead, children will complete a short consolidation task at the beginning of the next lesson.
- For those children that have successfully completed the Main Task, and obviously require greater challenge at the start of the next lesson will have work marked with a green asterisk *****. The work at the start of the next session will involve reasoning or problem solving activities.
- Any quick work, such as times tables, completed by children in the back of their books will be verbally marked as a class.
- Spelling errors should be marked as they would be in every piece of work.

Symbols

SE-Support by Equipment (please note what was used for support e.g. Base 10.)

AS- This will show that children have been supported in completing the task. This should be seen the lesson after a child receives a red asterisk.

***** Identified misconception requiring individual/group feedback and potentially differentiated Red Star Intervention task to be completed.

***** Green Star work to be completed at start of next session requires greater challenge and will involve reasoning or problem solving activities.

Assessment policy for Science and Non-Core Subjects

For Science, Humanities and The Arts, children from Year 3 to Year 6 are given a Knowledge Organiser at the start of the topic. Knowledge Organisers may be given before the half term/holiday to allow children the opportunity to pre-learn the key facts and vocabulary that will be used in the following topic.

Knowledge organisers contain four elements:

- Key facts and information
- Key vocabulary
- Diagrams and symbols
- Key Performance Indicators

Children's work in Science and none-core subjects are assessed through informal judgments through observation. Teachers use age appropriate curriculum statements to ensure pupils have the opportunity to make progress across all subjects. Evidence of pupil achievement can be found in work books and class record books.

Work in Science books, Humanities books and The Arts Books will be marked to check for misspellings of key words/common exception words. Any technical vocabulary relating to the lesson that has been spelt incorrectly will also be picked out and an opportunity for these spellings to be practised will be provided.

Main Task

At the end of each lesson, children will be given three hierarchical questions to assess their knowledge using the following colour bands:

Red – remember/understand

Blue – apply/analyse

Gold – evaluate/create

Work will also be assessed to show how successfully the children have completed the main task. This will then inform the initial task at the start of the next lesson.

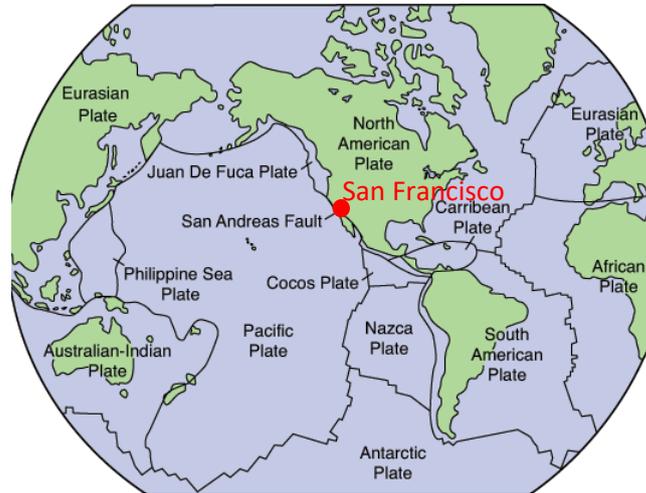
If a child has a misconception and requires support and or feedback their work will be marked with a red asterisk *.

If a child has completed the main task successfully with some minor errors, their work will not receive a coloured asterisk. Their next step will be the new content introduced in the next lesson.

Throughout the topic, the information contained on the knowledge organisers will be revisited and relearned. This can be conducted in different ways both written and verbally. This could include the children being given low stake quizzes. Staff have received training on different types of low stakes quizzes to keep them varied and interesting.

When applicable, children will be provided with an opportunity to revisit their learning from the previous lesson. The children who were given a red asterisk will be supported in answering the assessment question by the teacher.

Initial Task: Fault Lines



Why can San Francisco expect to experience Earthquakes?



Look at the map. Use an atlas to identify 5 countries that you believe are likely to experience earthquakes in the future. Explain why you chose them.