

## **Forres Sandle Manor (Academic) Policy**

Policy Title	<b>Feedback (formerly Marking)</b>
Policy Lead (Appointment & Initials)	<b>Deputy Head Academic (WP)</b>
Date of Last Review	<b>Jan 2021</b>
Date of Next Review	<b>Jan 2022</b>

### **FEEDBACK**

This policy should be read in conjunction with the following policies:

- Curriculum, Planning and Assessment Policy.
- Individual Faculty Feedback or Marking Policies (summaries of which are incorporated herein as Appendix 1).

We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children. Our expectations of every child are high and we expect them to make the best possible progress whatever their background or circumstance. The feedback of work compliments and assists teaching and learning. It serves as a tool for assessing individual and school performance. This policy should provide standardisation and consistency throughout the school. This policy should be supported by all members of staff.

The critical purpose of formative assessment and feedback is about moving learning forwards. This has the key elements of:

- Highlighting and celebrating success
- Supporting improvement
- Identifying next steps in learning.

The nature of feedback should:

- Be positive
- Acknowledge all work attempted or completed
- Be informative.

We want our children to develop as independent learners, with an awareness of their own strengths as well as being skilled and able to tackle areas for development.

Feedback can be done by the teacher:

- To indicate achievement and progress
- To show pupils how to improve their work and set targets
- To aid teacher planning and assessment
- To inform parents of progress.

Feedback can be done by the children:

- To encourage independent learning through self-assessment
- To encourage them to be more critical in their approach to their work
- To aid teacher assessment (teachers evaluate pupil self-assessment)
- To help them evaluate progress towards personal targets
- To help other children evaluate their progress towards personal targets.

## PRACTICE AND PROCEDURES

**Verbal:** Two way discussion of work with the child.

**Written:** Comments, and/or the use of symbols and scores.

**Comments:** These should be positive, highlighting the child's strengths. Comments should include advice on how to improve and targets may be set. They serve as a record for the child, teacher and parent (and outside agencies such as an Ed Psych. if needed). *Comments should be in a different colour than that used by the pupil (if at all possible green is very much preferred); red should not be used.*

- **Symbols:** These may include ticks, stickers, stamps and smiley faces. Use of these methods will be age appropriate and at the discretion of the classroom teacher.
- **Scores:**
  - Using the terms **Basic**, **Advancing** and **Deep**, which link to the 5Es used in reports to parents, to determine progress in each topic, objective or subject skill. These scores must be kept on the Computer System on a regular basis, as agreed by each Head of Faculty. A Teacher's Mark Book (either electronic or paper-based) may also be used in an ad-hoc or informal capacity to inform lesson planning.
  - These may be objective **test results** or standardised **assessments**. They may be shown in mark books as a percentage, as a standardised score or as a score out of 10 etc. These scores must be kept in the Teacher's Mark Book and some, such as Verbal and Non Verbal Reasoning Tests, will be kept on either the Central Computer System (FILE NAME: Teachers/Assessment) or SchoolBase, as required.
  - **Grades** may be given in the Upper School. Grades are: (A\*), A, B, C and D. They must only be used in relation to Common Entrance performance and are especially relevant if the standard of the pupil's Senior School is known. Pupils must be informed of their relevance and teachers must endeavour to keep up to date with the standards expected from different Senior Schools.

## Faculty Policies

Faculties may have their own feedback idiosyncrasies which reflect the requirements of the individual subjects. It is important that every teacher at FSM is familiar with both the feedback of any subject that they teach along with the aspects contained within this policy, in order to maintain consistency of standards across the curriculum.

## **Guidelines for Feedback**

- All pupils' work should be collected in regularly and marked within one week. However, in some cases, notably ongoing projects or independent enquiry work, weekly feedback may be verbal with written feedback at the culmination of the task.
- Not all mistakes will be corrected. These may be subject specific, as outlined in individual departmental policies (see Appendix 1). Corrections within a piece of work should be neat and legible. Remarks should be in the margin, with final comments at the end of the piece.
- If a teacher feels strongly that a mark, level or grade needs to be included (as part of the feedback to be shared with the pupil) they must have a clear understanding of what it implies. In the Upper School they should have prior knowledge of the feedback criteria.
- Time should be allowed for pupils to read comments and scores. They should have time to discuss the feedback when the work is returned, thereby moving learning forwards.
- Where appropriate, feedback is linked directly to learning targets
- The work of pupils with Specific Learning Difficulties should be marked in accordance with their Pupil Profile. There should be some indication of the amount of support given.
- Feedback is given sensitively and teachers are aware that self-esteem is the most significant factor in being a successful learner.
- Work should be treated with respect. When many errors are made, feedback should be selective or dealt with through discussion. Harsh criticism should be avoided.
- Requests for further action should be followed up within one week.

## **APPENDIX 1**

### **English Feedback Policy Summary**

After a piece of writing, teachers should:

- Provide a favourable written comment about the child's work they have just read.
- In Y5 - 8 sometimes give a mark for Content, Presentation and Effort.
- Identify a target or targets (depending on the child's ability) for next time – i.e. diagnostic assessment on where improvement could be made. These can be written by the child at the beginning of the next piece of work to remind him/her. The most able children might devise targets of their own or note if they think they have achieved a target that they are working towards.
- Use the symbol 'VF' to indicate if verbal feedback was also given, this may be signed by the child.
- Endeavour to provide an opportunity for the child to read and reflect on comments and targets.
- Where appropriate, underline words or parts of words spelt incorrectly.
- Encourage the child to find or copy the correct spelling at the end of their piece of work. It may also be appropriate for the child to then record them in his/her spelling log.

- Use the symbol 'Sp' in the margin to denote a spelling error made by a child on a particular line.
- Where appropriate, correct any errors in punctuation, the error/omission may be highlighted by a circle.
- Use the symbol // to denote the absence and therefore the need of a paragraph or a new line.
- Reward pieces of good work with house points or subject certificates.
- Reward exceptional pieces of work with a Headmaster's Commendation.

### **Maths Feedback Policy Summary**

It is not always appropriate to mark every example completed. Evidence that the work has been evaluated i.e. by ticking correct results, is important, but incorrect work should be assessed with the child if possible, and written or verbal comments made giving ideas for improvement. Marks tend to be out of a range of scores but are converted into percentages for comparison.

Criticism should always be constructive – beware of short, curt, unsubstantiated remarks. Books should always be marked and corrected as soon as possible after work is completed, and encouragement given both by written and oral comments. Pupils self-evaluate their work using the BAD system by highlighting the end of the piece of work. Teachers use the same system but highlight the titles.

It is up to the professional judgement of individual teachers to decide how, when and if corrections should be made to written work. Often further work on similar examples would be more appropriate.

### **Science Feedback Policy Summary**

The Science faculty follows the FSM presentation of written work policy and the feedback policy. Please consult this policy for detailed procedures.

A mark is awarded for achievement. This will be an objective number and should be shown as the mark out of the total e.g. 7/10. Work of high quality can be awarded a Headmaster's commendation and for Year 6 and below stars can be awarded (for effort etc.). Y3 in the work is marked 1 to 4 for attainment. It is the policy of the faculty that feedback should be positive wherever possible, and that a comment should be made along with the mark. Target setting is also encouraged.

All Science spellings should be corrected. This means that not every mistake should be corrected.

### **Experimental Write-Ups**

All experiments should be written up using the proper framework of title, aim, prediction, method, diagram, observations, results and conclusion (plus improvements if applicable). This provides a structure for the pupil to work with and helps with presentation. When feedback, target three areas for assessment, typically method (**M**), Results (**R**) and Conclusion (**C**). A mark out of 15 should then be awarded, 5 from each of the three areas.

## **Geography Feedback Policy Summary**

The Geography faculty follows the FSM presentation of written work policy and the feedback policy.

To avoid a focus on an actual numbered or lettered mark, the Geography faculty marks classwork, including preps, with feedback. This can be done by either the teacher, a peer or the child him/herself. We use the acronym WWW for 'What Went Well', a positive comment about the child's work and EBI for 'Even Better If' which positively points out a potential area for the child to improve the work.

## **History Feedback Policy Summary**

The History faculty follows the FSM presentation of written work policy and the feedback policy. Feedback consists of (i) identifying some aspects of the work which are good (What Went Well (WWW)) and (ii) identifying aspects which could be improved upon (Even Better If (EBI)).

The History faculty marks all classwork, including preps, with feedback only. Marks or grades are not given (other than in school examinations). Feedback consists of (i) identifying some aspects of the work which are good and (ii) identifying aspects which could be improved upon. This can be done by the teacher, a peer (peer assessment) or by the pupil him/herself (self-assessment).

Pupils may be given a task or target to consider for future work or a question to think about, designed to challenge the pupil's thinking.

## **Religious Studies Feedback Policy Summary**

Feedback is by way of constructive comments, with targets set for improvement. The correction of spelling adheres to the school policy and particular attention is paid to the correction of religious vocabulary. It should be noted that some religious terms have alternative spellings and this is made clear to the children so that they do not get too confused.

## **Humanities Enquiry or Essay Feedback**

For larger enquiry-based pieces of work, the Faculty marks the work using the Basic/Advancing/Deep scale and the children are provided with the criteria in order to achieve the objectives at the start of the enquiry.

## **MFL Feedback Policy Summary**

- We recognise the potential for assessment in developing a positive self-image in the pupil from positive and constructive feedback and the feeling of success which encourages further study.
- Teachers in the faculty use a common framework for feedback work which is fully understood by all the team.

- Results of assessment are reported in a way useful for pupil, teacher, parents and other interested parties.
- Any summative tests show what a pupil can do, i.e. are criterion referenced.
- Assessment has a common procedure. It gives teacher judgements which are as valid and reliable as possible, mutually consistent with School, National Curriculum, Common Entrance and Scholarship standards. It also gives teachers confidence in their professional judgement and skill. It promotes a common interpretation of the National Curriculum level descriptors and examination levels. It is also seen to be fair to pupils.
- Years 3, 4 and 5: Examples of work of each ability range (top, middle & bottom) eg. written work, display, listening exercise, speaking exercise) should be marked by the subject teacher and a sample kept on file.

### **Lower School Feedback Policy Summary**

In the Lower School the feedback policy takes account of the age and stage of the children and is relevant to their needs. For example, giving written feed-back to children who cannot read it is not useful. Where ever possible in Key Stage One and the EYFS children are communicated with verbally and their work discussed with them. This is far more meaningful and immediate and therefore more relevant.

#### *Targets and Lesson Objectives*

Each child in the Pre-prep has general next steps or targets for which they are aiming. In Key Stage one the children take ownership of these and they are referred to in lessons and may be kept on the child's desk. They are linked to the feedback and are reviewed at the end of each month in the academic year as a part of the ongoing assessment and planning cycle. In addition, there are the specific targets, objectives or success criteria for each lesson which may clearly indicated as a WALT – 'What Are we Learning Today' Or LO – learning objective.

#### *Teacher Assessment*

Feedback is often done with the child. A vf in a circle will mean that the work or activity has been discussed and verbal feed-back given. In addition, the teacher may write a note to herself/himself or another interested adult for reference such as a next step or an observation. Spelling is marked sympathetically and judiciously in the Lower school. Teachers will focus on key and common words or letter patterns that have been taught. In a piece of work, one or two of these words may be underlined and the correct spelling given. The teacher will then expect the child to practice these words and they may be given as a part of the child's spelling list to take home. The teacher may encourage the child to copy out the underlined words/word beneath their work.

For the Big Write, each month a piece of the child's work is marked against the Big Write success criteria which is levelled against the National Curriculum. This assessment then feeds into the child's next targets. This is also the case for Rising Stars comprehension assessments.

In Maths, the child will be given immediate feedback wherever possible throughout the lesson, symbolised as above. This may entail discussing strategies and correcting their work with a teacher or class room assistant. In speed tests the work will be marked by the individual child within the whole class and they will give themselves an overall mark against their previous performance. The teacher will then retain these sheets as summative or formative assessment as required.

Samples of the children's work are kept in their learning journals.

Since September 2016 we have been using 'two stars and a wish'. The two stars are noticing where the child has met a learning objective or the success criteria and the wish is setting a target or new learning objective for the child. This may be used when feedback children's work where appropriate.

### **PRACTICE AND PROCEDURES**

- Verbal: Two way discussion of work with the child, in line with the above.
- Written: Comments, and/or the use of symbols where appropriate with the age and stage of the child's learning. In Key Stage
- Comments: These may be written or verbal. Where they are verbal this is indicated in the feedback. They should always be positive, highlighting the child's strengths. Comments should include advice on how to improve and targets may be set. They serve as a record for the child, teacher and parent (and outside agencies such as an Ed Psych. if needed).
- Symbols: These may include ticks, stickers, stamps and smiley faces. Use of these methods will be age appropriate and at the discretion of the classroom teacher.

### **MONITORING OF STANDARDS**

Monitoring of the standards of children's work and of the quality of teaching is the responsibility of the Head of Lower School. The Head of Lower School will work alongside the Deputy Head – Academic to carry out scrutiny of work and lesson observations at a mutually agreed time. However, this does not preclude going into lessons on an ad hoc basis. The work of the Head of Lower school also involves being informed about current developments in education and teaching throughout the curriculum, and providing a strategic lead and direction in the school. The Head of Lower School has time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching.