

Ashleigh Primary School and Nursery, Wymondham

*"We are all stars, Ashleigh makes us shine"*

## **FEEDBACK POLICY**

**Persons Responsible - Senior Leadership Team, Headteacher**

**Date of Policy: March 2015**

**Next Review Due: March 2018**

**Adopted by Full Governing Body**

**Signed .....**

**Date .....**

**Chair of Governors**

**Review completed .....**

**Review completed .....**

**Review completed .....**

## FEEDBACK POLICY

### Aims:

- Marking will be frequent in all children's books.
- Feedback will be developmental i.e. it will give children clear opportunities to further their learning and understanding.
- Where appropriate children will respond to marking regularly which will demonstrate the impact of the marking
- Verbal feedback is often the most effective but would require children to respond to demonstrate the impact of the verbal feedback.
- Marking is not just assessing if answers are right or wrong. It is primarily about the guidance given to improve. We see marking as an opportunity to 'Close the gap' between the original work and the higher level of work suggested by the feedback
- As a school we promote positive attitudes towards challenge and improvement. We aim to develop a growth mind set in our children.

- *All staff recognise the developmental feedback is central to the learning process and vital to all children.*
- *The Leadership team recognise that effective marking needs to be part of a sustainable work load for staff*

### How we mark children's work:

To use a coding system of marking which clearly shows children their progress in relation to the Learning Objective (LO) and Success Criteria (SC)

O.M. - A child has achieved the Learning Objective

'Not Yet'. - More work or practice is needed to achieve the objective for this lesson

O.E. - Objective Exceeded for this lesson (for example this could mean a child has completed the success criteria for the group above their group)

T.D. - Teacher Discussed

PPP - Purple Pen of Progress - ie respond to my marking here.

When appropriate in writing tasks, in addition to coded marking, teachers will use the 'Two Smiley Faces and a paw print' format to identify the next steps in the child's learning. The two smiley faces highlight positive aspects of the work; the paw print identifies an area to develop. 'TD' will indicate this process has been done verbally. The PPP approach would work alongside this.

### What are 'Next Steps':

Learners need information and guidance in order to plan the next steps in their learning.

Teachers should:

- pinpoint the learner's strengths and advise on how to develop them
- be clear and constructive about any weaknesses and how they might be addressed
- provide opportunities for learners to improve upon their work

### **Literacy across the Curriculum:**

To ensure children apply the Literacy skills across the curriculum we will use the agreed coding (see appendix) when marking pieces of writing. This will allow opportunities for children to correct and improve their work. This would be used along the PPP icon.

### **Pupil Responses:**

For all Maths lessons and the majority of Literacy lessons there will be feedback time at the beginning of the lessons before the next Learning Objective is introduced. During feedback time it is unlikely that all children will have PPP (Purple Pen of Progress) comments that require a response. During the first few minutes when children are responding to feedback others could be:

- Using mini whiteboards to answer differentiated learning challenges (eg mental maths calculations)
- Responding to a differentiated VCOP prompts
- Carrying out a group activity with the teacher on the carpet building on the previous lesson.

Teacher's will highlight wherever possible the 'next step' and then use the PPP icon to set a question or give a prompt which allows the child to respond in their purple pen.

Children who receive next steps and PPP icons will represent a range of children both MP and OM depending on the possibility of extending their learning. It is highly likely that the focus children identified on the Pupil Group Sheets (ie Pupil Premium, SEN and those identified at Pupil Progress Meetings) will receive far more frequent feedback.

### **Monitoring**

Children's progress is monitored continually through AfL strategies which includes the use of formative and summative methods. Teacher assessments inform both medium and short term planning. Subject Leaders are encouraged to be involved with the assessment procedures of their subject in each year group. Where appropriate, work samples are collected and monitored in curriculum diaries and evidence folders.

**SLT will monitor the implementation of this policy and focus on the developmental nature of the marking (ie PPP) as well as the frequency.**

**This Policy has been Equality Impact Assessed**

## Appendices

### The Purple Pen of Progress

This is designed to be added to our existing marking and feedback policy.

Wherever possible marking should extend a child's thinking further; building upon the learning that has taken place in the lesson and extending the child's understanding, or allowing an opportunity to show that the feedback given has clarified or embedded the learning that took place in the lesson.

When teachers want a child to respond to a discussion had or comment or a question they have set in their marking then they should finish by adding the code PPP:

PPP: stands for Purple Pen of Progress and lets a child know they need to respond using their purple pen. This pen should become a clear indicator that the children are being asked to answer a question or to demonstrate knowledge that shows they have progressed in their learning.

### Reception and KS1

In Reception and often in KS1, feedback should be oral and immediate.

Example 1: During handwriting practice, a teacher has given a child in Reception feedback about the formation of the letter they are practising. The teacher then writes below the child's work 'PPP' and the child writes the letter again using a purple pencil or crayon taking on board the teacher's comments thus showing progress.

Example 2: In Maths, a child has been given MP (more practice needed to attain the learning objective). A teacher or TA then gives the child further guidance on what they need to do to achieve the objective (the TD symbol should be used to show that it has been discussed with an adult). Following the discussion, teacher sets another similar Maths question followed by a PPP: prompt. The child then completes the question using a purple pen to demonstrate progress.

### KS2

In KS2 some feedback will be oral; however children should now be able to respond to teachers' marking in books. This process would require marking to be regular, targeted to what the children are learning and would allow it to address individual needs. It would also require dedicated 'feedback time' to be planned into lessons.

Example 1: If a child has incorrectly measured angles using a protractor and got most of their questions wrong, that will be a TD as it would be impossible to reteach/clarify in writing. After that discussion (which could be during the lesson or could be the subsequent lesson) the teacher would draw two new angles and write PPP: the child would then complete their answers in purple.

This would be particularly important as the next lesson is likely to be moving on to a new area of Maths or progressing to more challenging concept eg reflex angles.

Example 2: If a child has been using a number line to subtract but has done so incorrectly, the teacher feedback would demonstrate the correct approach for the child to use as a reference, and would then write out a couple of new questions for the child to try followed by PPP: The child would then answer those questions using their purple pen.

Example 3: In Literacy the feedback on a piece of writing asks a child to rephrase a particular sentence to include a connective as the opening word. The child writes the alternative sentence in purple in response to the marking.

### **Think in Pink:**

When carrying out self or peer assessment either during the lesson or at the end of the lesson, a child can **discuss** what they are 'thinking' about their work or **write** their comments in pink. This could take a variety of forms:

1) **Explaining what they are finding difficult** or as an **opportunity to ask the teacher a question** that they didn't have chance to ask during the lesson.

- eg.
- I get confused when I have to...
  - I understood until I got to number 6 then it was larger numbers and I couldn't do it.
  - All my answers were wrong and my partner's answers, which were right, were all 10 times bigger.
  - How can I multiply when there is a decimal in the question?
  - I always get it wrong when I have to...

2) **Asking a question to deepen their understanding of what they have learnt:**

- eg.
- If the third column after a decimal point is thousandths what is the fourth?
  - Could I use a semi colon like this: ...
  - I understand how to work out the area of a rectangle but how would you work out the area of a triangle?

3) **To reflect on their learning**, possibly over time, and what has advanced it:

- eg.
- On Tuesday I couldn't do this but, after working with Miss C, I understand it now
  - I'm finding this hard because I don't know my 7 timetable



# Think in Pink



KS2

## Reflect on your learning

Today I learnt...

I found the work today too easy

I found the work today just right

I found the work today too challenging

I think found it difficult because...

I get confused when I have to...

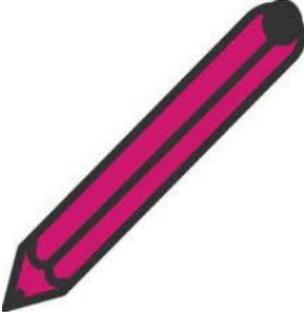
Next lesson I would like help with...

## Ask your teacher a question

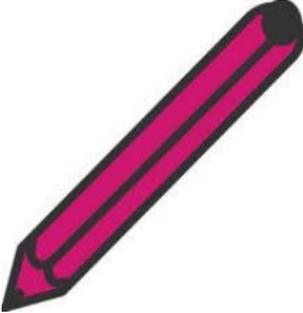
How do I work out...?

I understand ..... , how might I...?

Why does...?



# Think in Pink



## Reception and KS1

### Ideas for Think in Pink activities

- 'What I have learnt this week' Pink book. Teachers have a conversation with every child about their learning and scribe the child's response.
- Pink display with smiley faces. Children move their names under a face during the plenary of a lesson to show whether they think they have understood, found the work a bit tricky or have really struggled.
- Think in Pink hat. Children wear the pink hat and tell the rest of the class during a circle time about their learning e.g. what have they learnt, what did they find tricky, what would they do better next time.
- As above but with a pink object e.g. a pink elephant.
- Children can use a pink pen to draw a symbol e.g. a smiley face
- Children can progress e.g. Year 2s, to write sentence about their learning with a pink pen

# Think in Pink!

Today I learnt...  
I found the work...



too easy



just right



too hard

I found it difficult because...

Next lesson I would like help with...