Lord Chaitanya

<u>Feedback Policy</u>

1. <u>Aims of feedback</u>

Effective feedback is an integral part of assessment. We aim to provide a system that is consistent and continuous across each stage within our school. Feedback will inform planning, be diagnostic offering guidance on how work can be improved. Quality feedback allows for self-assessment where the child can recognise their difficulties and mistakes/areas of development and encourage them to accept help/guidance from others. Furthermore, to reinforce learning through reflection. We do this positively to enhance self-esteem and confidence. Children will be encouraged to read through their work before presenting it to receive feedback, as a strategy to develop self reflection and self evaluation, against personal targets, learning objectives etc

2. <u>Purpose of feedback</u>

To assist learning.

To provide information for assessment.

To encourage, motivate, support and promote positive attitudes.

To inform planning.

To promote higher standards.

Children respond to comments after live feedback with purple pen.

Children to use purple pen when self-reflecting or assessing their output.

Adults will check these responses and mark these off with a date or if support has been given 1:1 will be recorded.

4. KS1 and KS2 approach for Maths and English feedback will be:

Learning objective (LO) to be

Children will have evidence of at least x2 verbal feedback responses in English and maths across a week of learning   , verbal feedback   See Appendix A on Feedback Codes.

Black ticks will be given for correct work.

Black dots will be given for incorrect work.

A record will be made of how the work was completed: next to where the child was supported.

A record in the top left-hand corner also   TA

For topic books, a record in the top right hand corner specifying the subject code: Science (SCI), Geography (GEO), History (HIS), PSHE (PSHE).

All feedback/comments for writing MUST inform future learning and the writing on subsequent pages MUST reflect this.

The main focus in year 1 in the first term will be to ensure that basic skills issues are
                                                                ighlighting the LO at the top of the page.

LO will be double ticked if met, one tick if partially met and no tick if not met.

5. Professional Judgement

overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when providing feedback.

Teachers must use their professional judgement when deciding how many corrections to respond to.

Teachers may plan to give feedback to a group, so that they can focus on developing particular skills with targeted children.

Feedback
undertaken by the teachers to inform the chil

Appendix A: Feedback Code

Circle around the punctuation error or for punctuation missing = punctuation error

sp = spelling error, underline the misspelt word

?? = this part does not make sense. Rewrite it.

^ = a word or phrase is missing

T = check your tense

Blooms Level II: Comprehension

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptors and stating main ideas.

Keywords: compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify

Questions:

How would you class

How would you rephrase the meaning?

Assessment:
- o   Interpret pictures of scenes from the story or art print.
- o   Explain selected ideas or parts from the story in his or her own words.
- o   Draw a picture and/or write a sentence showing what happened before and after a passage or illustration found in the book. (visualizing)
- o   Predict what could happen next in the story before the reading of the entire book is completed.
- o   Construct a

Blooms Level IV: Analysis

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

Keywords:

analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion, take part in

Questions:

How would you categorize . .

Blooms Level V: Synthesis

Co

Blooms Level VI: Evaluation

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Keywords:

award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, appraise, prioritize, opinion, interpret, explain, support importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, deduct

Questions:

Do

What judgment would you mak

Based on what you know, how would y

Assessment:

- o Decide which character in the selection he or she would most like to spend a day with and why.
- o Judge whether or not a character should have acted in a particular way and why.
- o Decide if the story really could have happened and justify reasons for the decision.
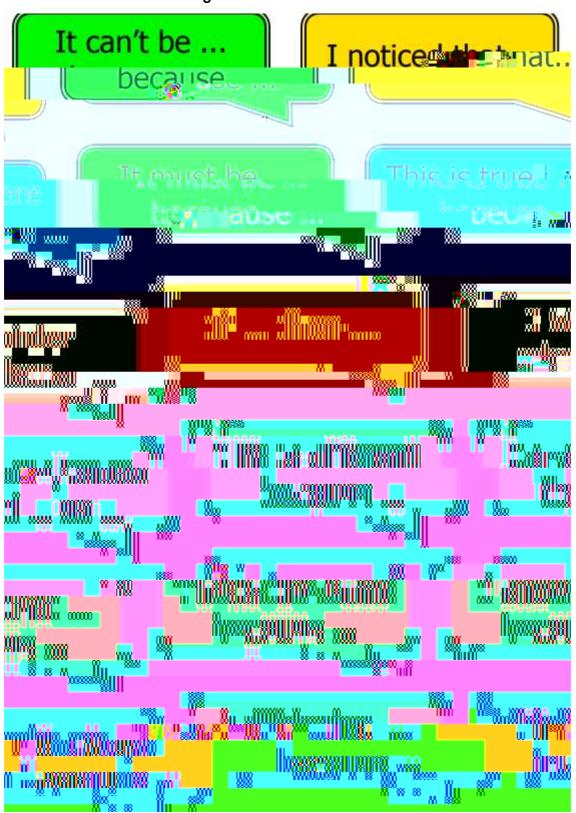
Appendix D: Example Prompts for Feedback in Maths

Topic	Closing the gap prompts	High order questions
Number	What is the next number in the pattern? Continue the pattern What happens when you add an odd number to an odd number?	number plus an odd number What does that tell us about multiples of 5? How can we be sure that the next number will end in zero? What is wrong with this pattern?
Calculations	No Explain your method/how you did that Is there another method you could have used to get the same answer? Which method is the most effective? Check your answer using the reverse operation	What is the same and what is different about addition and subtraction? Why do 17 + 9, 18 + 8 and 19 + 7 all give the same answer? Why do 6 + 7 and 7 + 6 give the same answer? How can you add 9 to another number? What is wrong with this calculation? (178 + 167 = 615) Why is it true that multiplying makes numbers bigger? Is it always true that
Shape/Space and Measure	How many lines of symmetry/right angles/edges does this shape have? Draw a shape with no lines of symmetry? What do the angles in this quadrilateral add up to? Measure this line Convert this measurement into cm/mm Draw a shape with the same perimeter/area	Why is this picture an example of a shape that has symmetry? How do you explain why the angles in any quadrilateral add up to 360? Explain the way you have sorted these shapes? How do we know that this is a triangle?
Fractions and Decimals	What is 1/3 as a decimal percentage? What is 2/3 of 24? Put these fractions/decimals in order? Which is the smal7.68o1 161.66 20Qq3323G0 0 1 1.68 r	

Sentence Starters for Reasoning

It can't be ... because ...

I noticed that...

It must be ... because ...

This is true ... because ...

Sentence Starters for Problem Solving

oticed that...   wondered why...