In-Class Feedback Policy:

The most up-to-date research in the field suggests that a combination of verbal feedback given by the teacher, and peer/self-assessment is most effective. **The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.**

Accountability

Following the methods of verbal and self/peer feedback consistently is of principle importance, as it enables children to develop and build on skills of self and peer assessment as they enter new year groups. SLT monitor this approach on a termly basis to make sure that teachers are making maximum use of lesson opportunities to give feedback, facilitate pupil feedback and ensure that presentation standards remain high.

Our non-negotiables:

As feedback becomes a richer part of teaching and learning practice at Chestnuts, teachers will need freedom to choose what is best for the lesson and class at hand. As with written marking, a policy for in-class feedback should not prescribe exactly what this looks like.

However, the following non-negotiables must be adhered to:

1. That **each** significant piece of work shows evidence of some form of assessment (self, peer, teacher, additional adult).

2. There is **weekly** evidence of children acting on verbal feedback given by the class teacher across all subjects.

3. There is **weekly** evidence of children acting on written feedback given by the class teacher across all subjects.

4. There is **weekly** evidence of children setting themselves and other "two stars and a wish" tasks across subjects, starting in Year 2. "Wishes" may be set as multiple choice options for students by the teacher until children towards the end of year five and six are able to select these suitably by themselves.

5. The **majority** of work outcomes show some form of acknowledging or acting on feedback.

6. Progress **as a result of** feedback and assessment (self, peer and teacher) is evident across subjects.

7. There is weekly evidence of children considering their own challenge and noting this in green pen, "Today, I have challenged myself by... " These should be discussed before the task starts to give children ideas.

8. That presentation is in consistently of a high quality and in line with policy in other subjects. **RUBBERS ARE NOT USED** (unless for drawing/tables) Mistakes should have a line through with a ruler.

Progression in feedback at Chestnuts

Key Stage One

By the end of **Year One** it is expected that:

1. Children are beginning to be able to identify whether they have met a set of simple success criteria in their own work. For example: I have used capital letters at the beginning of sentences.

2. Children are able to indicate how they feel about their own work – whether they have been successful or need more help.

3. Children beginning to verbally give a reason for these relating to a specific task that they found easy or difficult.

4. Children beginning to use green pen to mark a simple set of answers where they are either right or wrong (for example, arithmetic or spelling).

By the end of **Year Two** it is expected that:

As stipulated above plus:

1. Children beginning to give written feedback using peer response templates.

2. Children able to find examples of where a success criteria have been met in a piece of written work, using an orange highlighter to identify.
3. Children able to use green pen in response to a target given through verbal feedback.

Key Stage Two

At the start of Key Stage 2 (**Years 3 and 4**) we expect children to be taught how to assess another child's work, specifically finding evidence of the success criteria being met in their work.

By the **end of key stage two (Years 5 and 6)** we expect to see:

1. Children regularly marking their own, and others work, as correct or incorrect where answers are non-subjective across the curriculum.
2. Children giving each other subjective appraisal where a task is open to interpretation, such as presentations, this could recorded in books with green pen.
3. Children regularly identifying and evidencing the meeting of success criteria in their own and other pieces of work.
4. Children identifying how far they or a peer has met a success criteria and therefore a learning objective.
5. Children designing their own success criteria.
6. Children being taught how to design a suitable next step, giving them for themselves and others, and consciously incorporating this into a follow up task or a subsequent piece of work.

Coding:

As children develop more responsibility for their work across the school, it is even more important that the systems they use are familiar and consistent.

1. Orange highlighter colour is to show evidence of success that the child has identified themselves (self-assessment)
2. Yellow highlighter is to show evidence of success that a peer has identified
3. Green highlighter shows teacher assessment
4. Red pen are comments made by teachers
5. Green pen shows self-assessment

For significant pieces of writing (cold writes, longer pieces of writing in English or Topics), the following coding should be used in the margins or where appropriate to indicate needs/feedback identified within a piece of work:

VF = Verbal feedback- there should be evidence of this being acted upon by children
I = Independent - The child has had no support (this maybe more relevant to children who usually receive regular support) The work will be clearly independent to the child.
WS = With support. Indicates the child received support and is not an independent piece
P = punctuation needed
O = missed out or incorrect use of a capital letter
(sense) Sentence structure does not make sense
    = good/correct use of success criteria
SP= spelling mistake- this may be written in the margin and the children asked to practice the correct spelling in green pen
// = new paragraph is needed
^ = a word has been missed out

Learning objectives/ How we indicate met/ not met

Each success criteria will have three columns beside it indicating a field where this can be assessed by the pupil themselves, a peer and by the teacher. Any combination of this is fine, but each piece of work needs to have at least one form of the assessment. These symbols will be:
Next steps- the child isn't meeting this criteria at all
Smiley face- the child is starting to meet this criteria
Star- this child is a master of this success criteria
Please see LO templates in the google drive for more information

Assessing our work!

SELF – ASSESS (SA)
ORANGE HIGHLIGHTER- Used by me to highlight where I have met the success criteria in my work.

PEER- ASSESS (PA)
YELLOW HIGHLIGHTER- Used by my peer to highlight where I have met the success criteria in my work.

TEACHER – ASSESS (TA)
GREEN HIGHLIGHTER- Used by my teacher to highlight