



# Heathfield Primary School

## FEEDBACK POLICY

***Our Mission Statement:  
Learning together, Learning for Life***

<b>CHAIR OF GOVERNORS</b>	Sharmeen Atcha
<b>HEADTEACHER</b>	Mark Thornley
<b>POLICY WRITTEN BY</b>	Mark Thornley

## INTRODUCTION

At Heathfield, our curriculum lays out the way we teach our children to achieve our mission statement;

*Learning together, learning for life.*

The curriculum consists of all the planned activities and routines that we organise in order to promote learning, confidence and self-esteem. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. The children at Heathfield are provided with an interconnected curriculum that promotes meaningful connections between concepts and knowledge (**Heathfield Head**), develops genuine and robust character traits to prepare children for life in the modern world (**Heathfield Heart**) and opportunities for children to use and apply their Head and Heart to answer learning questions (**Heathfield Hands**) resulting in knowledgeable, physically and mentally healthy children that achieve their potential and have a solid foundation to become life-long learners.



## RATIONALE

This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

The policy must be:

- Consistently applied by all staff;
- Clear in its purpose;
- Manageable;
- Meaningful;
- Motivating;
- Informed by pupils' individual learning needs and assessments.

## REASONS FOR FEEDBACK

- To recognise, encourage and reward children's effort and achievement, and celebrate success;
- To provide a dialogue between teacher and children and clear appropriate feedback about strengths and next steps in their work;
- To improve a child's confidence in reflecting on their own work and setting future targets;
- To indicate how a piece of work could be corrected or improved against a success criteria;

- To help pupils develop an awareness of the standards they need to reach in order to achieve particular standards within the National Curriculum;
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed;
- To provide evidence of assessments made and help moderate the interpretation of learning intentions and levels achieved;
- To involve parents more directly in reviewing their child's progress and to help in reporting to parents;
- To aid curriculum planning.

**Feedback should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children and the outcomes need to be fed back into planning and making accurate assessments of each child.**

## **PRINCIPLES**

The Heathfield feedback policy is underpinned by the 'Heathfield Heart' recognising the impact that personal skills can have on the academic success and well-being of our children. They play a vital role in developing the ability for children to enjoy and reflect on their learning across the curriculum.

If children are to develop as learners, with an awareness of their own strengths as well as areas for development it is essential that:

- They are made aware of the learning objective and the steps to success (success criteria)
- Children should see learning as a continuum which, given time, anyone can master. Children can see how the learning in each lesson fits into a bigger context (Big question/small questions/steps to success/ connections / prior learning)
- The learning needs of individual children are understood and work is matched and fed back on appropriately;
- Appropriate feedback is linked directly to the learning objective
- Achievement is acknowledged - yellow highlighting (tick in Maths) indicates that the child has met the step(s) to success
- All achievements are linked, as each build further confidence in future goals - Self-esteem is the most significant factor in being a successful learner
- Orange highlighting indicates that their further action is required, suggesting children need to return to their work. This may be done independently or collaboratively with the teacher
- All Maths work will be ticked if correct; dot if incorrect

Research has shown that immediate feedback is the most effective therefore:

- Wherever possible feedback should take place with the child/ren at the point of learning, for example, when staff are working with an individual/group a teacher may highlight something in orange, provide verbal feedback and the child/ren acts upon feedback immediately

If written feedback is provided it should be:

- Legible and clear in meaning;
- All adult handwriting must be on the line and modelled in line with expectations for the children

- Developmental, i.e. children will find out how they are getting on and what the next learning step will be.

Note: Where written feedback is used, children are expected to read comments made on their work and it is essential that time should be made available for this. There should be clear evidence that children have had the opportunity to act upon the feedback.

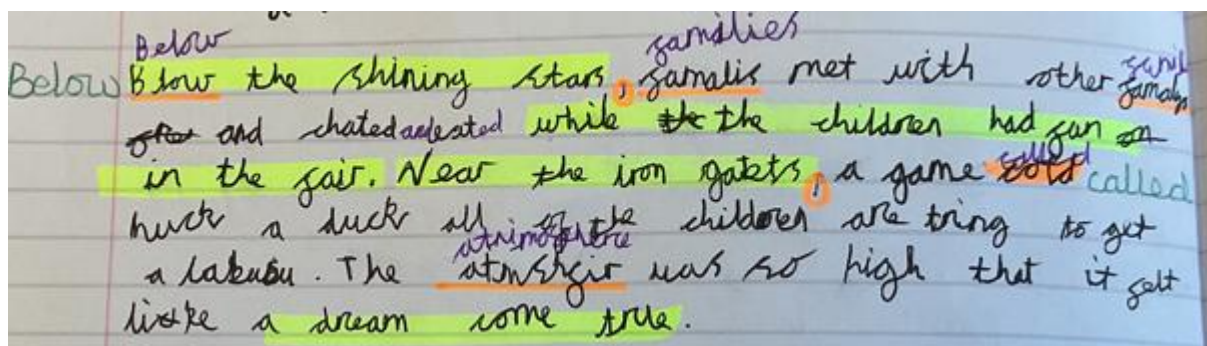
## WHOLE SCHOOL APPROACH

In order to achieve a whole-school approach, feedback methods must be agreed and should be:

- Consistent across year groups;
- Developmental across the age-range;
- Consistently applied by all those working with children in school, including supply teachers
- Feedback is evident in books after each piece of learning;
- Evidence that feedback aids curriculum planning i.e. Pre-assessments
- If the piece of work is a guided (G) or supported (S) activity, the appropriate letter is written at the end of the date; if there is no letter it has been completed independently
- Use of stickers to provide praise and make links to Heathfield heart characteristics
- Yellow and orange highlighter used consistently. See below for specific uses of orange and yellow.
- Maths Tick/Dot for questions. Orange highlighter may be used to identify corrections/ errors/ misconceptions/ indicate verbal feedback has been given
- Evidence that children are being appropriately challenged
- Green pen is used by the teacher when providing written feedback.
- Purple pen is used by children when acting on feedback (verbal and written), making corrections, responding to comments etc.
- Purple Pen is used for peer marking. This is done in line with school expectations.

## MODELLED WRITING

- All adult handwriting must be on the line and modelled in line with expectations for the children, this includes in books, on the IWB, poster paper
- Children should use the lines on white boards when writing
- Any spellings that are changed by the teacher, must be modelled on the line and not 'floating'
- When children correct spellings, they can be above as this is in line with the editing process



## EARLY YEARS - TAPESTRY

- Feedback on children's achievements and next steps are recorded on Tapestry

- Feedback is made against the Heathfield 'I can' statements for each area of learning
- Parents have access to Tapestry and are able to upload learning that has taken place at home
- The communication/feedback between teacher and parent via Tapestry allows for timely feedback, strengthens the home and school relationship and moves learning on

### **LEARNING OBJECTIVES SLIP**

- Teachers complete a learning objective slip at the start of each week (as a minimum)
- This slip consists of the date, learning objective and the steps to success
- A learning objective slip should be included in class 'floor books'
- Teachers highlight in yellow when the step to success/L.O. has been independently achieved by the child (If it isn't highlighted, child is not secure)

### **Spelling**

### **MATHS EXAMPLE**

**Week beginning:** 16.6.25

**Learning Objective:** Can I find fractions, decimals and percentages?

**Steps to success:**

I know "per cent" relates to "number of parts per 100".

I can show percentage as a fraction with a denominator of 100

I can show decimal equivalents to percentages.



#### **Vocabulary**

decimals      tenth      hundredth      factor      equivalent

### **WRITING EXAMPLE**

**Week beginning:** 2.5.25

**Teaching Phase:** Reading as a writer

**Steps to success:**

I can identify the tone, purpose, audience, language features and text organisation of an explanation text.

I can box up the structure of the text.

I can use causal connectives- this causes, this means that, so, when, as a result, therefore, because etc.

I can use paragraphs beginning with topic sentences.

I can use time connectives.

I can edit and revise my work.



## SCIENCE EXAMPLE

**Week Beginning:** Monday 13<sup>th</sup> January

**Science Question:** How does a simple circuit operate?

**Small question:** How do simple electrical circuits work? Can I construct a simple electrical circuit?

**Substantive Knowledge:**

I know that for a circuit to be complete, electricity must pass through each component.

I know that some materials let electricity pass through them easily. These materials are known as electrical conductors.

I know that many metals, such as copper, iron and steel are good electrical conductors

I know that some materials that do not allow electricity to pass through them are called electrical insulators -plastic, wood, glass and rubber

**Scientific Enquiry:**



**Working Scientifically:**

**To interpret results** - refer directly to their evidence when answering their question.



## FOUNDATION SUBJECT EXAMPLE

**Week Beginning:** 6.1.25

**Geographical Enquiry:** Why is Manchester 'Great'?

**Small Enquiry:** what is the difference between Greater Manchester and Manchester?

**Substantive Knowledge:**

I know that Manchester is a city

I know that Greater Manchester is a metropolitan county

I know that Greater Manchester is in the North West region of England, UK

I know that Greater Manchester was formed in 1974.

I know that the population of Greater Manchester is 2.8 million

I know that Greater Manchester is landlocked

**Disciplinary knowledge:**

I can use maps of Greater Manchester to locate the city of Manchester using six-figure grid references

**Geographical Concepts:**



## **REFLECTION**

Reflection is a Heathfield value and happens throughout lessons. This is done orally and in written form. When written, teachers add a 'reflection box' to the LO slip.

The purpose of the reflection box is for children to reflect on their work and thinking at various stages in a sequence of learning to promote self-regulation and independence. The reflection boxes should enable children to judge accurately how effectively they are learning. **The reflection box should not be seen as an extra task but built into teaching activities for all, groups of or individual children. This maybe a starter, plenary, mini plenary or a focus of the lesson.**

Reflection boxes may be pre-populated by the teacher and/or written. There should be a mixture of written and verbal responses from the children. If the response is verbal, VR inside a speech bubble will be written in the reflection box.

### **Before (Planning)**

- Have I seen this before? Something similar? (*Activating prior knowledge, making connections*)
- Is this task similar to something I've seen before?
- What associated knowledge do I have? (*Connections*)
- How does this small step link to the main objective or previous small steps link to the objective?
- What am I learning? Can I clarify what I am learning?
- What manipulatives/resources could I use?
- What strategies can I use?
- How could I do this? What do I know?



- What do I want to achieve?
- What is the problem all about?
- How shall I start?

### **During (Monitoring)**

- How am I doing? Am I on the right track? How do I know? (Links to success criteria)
- What can I do differently?
- Can I use anything to help me?
- What different approach could I try?
- What extra information would be useful?

### **After (Evaluation)**

- What worked well?
- What could I have done better? What would I do next time?
- What part of the Heathfield heart have you demonstrated and why?
- How could this be useful in a different situation?
- Could I apply this to something else?
- What progress have I made? (Celebration of progress)
- Have I met the Success criteria? What do I need to do next time?
- Can you now solve this problem? Have a go at this:
- Give an extension question for children answer
- Give a practice question

### **HIGHLIGHTING THE CHILDREN'S WORK**

This will allow children to see the connection between what you are looking for on the L.O. slip (the teaching points) and what they produce in their work - we want to get to a point where children are 'excited' to see how much yellow they have in their books/piece of work. The same can be applied to all subjects (not Maths - see below)

- Yellow highlighter shows success. Yellow highlighter on the children's work indicates to the child they have met the step to success and/or has acted based on previous feedback. Yellow = celebration and progress.
- In Maths a tick is used instead of yellow highlighter but means the same
- Orange highlighter indicates that children need to act. This could happen 'live' in the lesson i.e. teacher provides feedback, highlights in orange and children correct in purple pen (adapt) or at the start of the next lesson. Orange = action and adapt.
- When highlighting in orange in writing, orange highlighter means the following:
  - a line under the word-incorrect spelling,
  - circle around a letter/word/space-punctuation error,
  - the whole word/sentence highlighted-grammatical or sentence structure error

Any spellings that are changed by the teacher, must be modelled on the line and not 'floating'.

### **EXTENDED WRITING PIECES**



- Teacher highlights in yellow any features a child has used correctly (Features related to the learning outcomes of the unit)
- Teacher highlights in Orange actions they want the children to take with purple pen –**see above for specific orange highlighting.**

## **STATUTORY SPELLINGS**

When children use a statutory word independently – highlight in yellow. This will help to reinforce words for the children (and staff) and eventually children could do this themselves. This will also support with moderation conversations.

## **GENERAL POINTS**

- Teachers should always feedback on the aspect of a child's work which relates to the planned learning intention. (Spelling corrections should normally be limited to words the child should know in that year group.)
- Children who have dyslexia – their work is to be marked for content rather than for spelling errors;
- Sensitivity should always be shown towards children's work and their feelings about it and comments should be positive whilst developmental wherever possible;
- Self-reflection or peer feedback against learning objectives or steps to success help empower children to realise their own learning needs (meta cognition)
- Adaptive teaching strategies should be used to scaffold learning for individual children

## **HOW WILL WE KNOW FEEDBACK HAS BEEN SUCCESSFUL?**

- Children can articulate their strengths (in a subject) and what they need to improve on (Examples are specific and not generic/overarching)
- Children can articulate how they use feedback (verbal, written, pre/post, warm/hot, retrieval practice etc.) to monitor and improve their learning
- Children can explain how they learn, referring to the Heathfield Heart characteristics and providing specific strategies they use to support their learning
- Over time, there is evidence in children's books and through summative assessment of how children have acted upon feedback to make improvements in their learning. This includes:
  - Independently achieving identified next steps
  - Reduction in basic skill mistakes
  - Improvements in pre/post tasks
  - Improvements between cold and hot writes
  - Increased scores on low stake retrieval practice, including TTRS and Timestable recall