

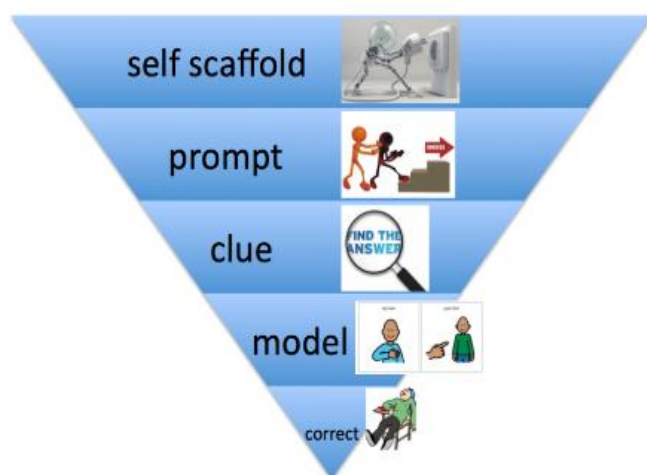


Cranborne Middle School Feedback Policy

All work that pupils complete deserves feedback and the more immediate, the more effective. Feedback needs to offer evaluation and advice that is focused and designed to help pupils take action to improve.

The following principles underpin the approach to feedback at Cranborne Middle School.

Feedback is constructed and communicated in order for pupils to respond accordingly to the teacher's input. The amount of support will increase only if the pupil really cannot respond to feedback without it. Teachers give pupils take up time, let them process for a while and think hard. This supports the school ethos of 3 B4 ME and developing resilience and independent thinking skills.



Many children are able to respond to suggestions for improvement/correction in the whole class input.

Some children may need a small prompt to focus in on the improvement required.

Other children need a clue e.g. drawing a pink box around the part of the work to focus on.

Where mistakes are deeply entrenched, direct modelling about how to overcome these might be needed.

A very small number will need you to correct their work.

- Subject target grades are shared with pupils and success criteria exemplifies how they would be able to achieve their target. Short term targets will also be shared through the feedback pupils receive in their lessons or on written work.
- During lessons, selected pupils receive immediate feedback on their work, developing their understanding of where it has been successful and where corrections or improvements could be made. Teachers provide feedback to guided groups during the lesson.
- Whenever possible, answers are available for pupils to self-mark **during** the lesson when they need to check their progress and accuracy.

- Teachers provide checklists or pupils use detailed success criteria to self-correct or self-assess their work.
- Pupils are taught how to self and peer assess against a very clear set of criteria. Pink and green highlighters are used to identify positives and aspects for improvement. Peer assessment is used to **identify** mistakes or problems but **not** correct them for the pupil who completed the work. Work is identified as having been peer assessed and initialled by the pupil completing this (signed if highlighting is completed by a teacher).
- Green pen is used to complete corrections and improvements in line with presentation expectations.
- When providing written feedback, teachers use their professional judgement to select the most effective strategy for the work and the pupil from a range of options (see appendix 1). These focus on identifying what pupils have done well and giving advice as to how the work can be improved.
- All teachers use red pen to mark work. Teacher handwriting, presentation, grammar and spelling is expected to be of a high standard.
- Pupils are expected to spell high frequency words and subject vocabulary correctly. They edit and correct their grammar and spellings.
- Feedback from teachers that does not require action is initialled by the pupil to confirm that it has been read and understood.
- Rewards for positive work are evident within marking, with signatures being awarded for pupil achievement.
- Comments about presentation, when appropriate, are recorded in books and followed up in line with our presentation expectations.
- MarkMate is used, where appropriate, for a variety of different feedback or support reasons. This can include providing additional support or extension, providing follow up questions or tasks, or suggestions for how to improve a piece of work. This helps to improve the efficiency of how we provide individual support and feedback.

Appendix 1 – feedback strategies

- Pupils complete a 'Gap Task' that gives learners the opportunity to explore the same skills with a fresh task, but to approach it this time with your feedback in mind. Often common faults emerge, so it may be appropriate to create a set of Gap Tasks and indicate which one you wish each of your learners to do.
 - The teacher provides annotations in the body of the work and the learner uses these to create a summative comment that highlights best practice and sets targets for areas that need development and/or further scrutiny.
 - The teacher provides a summative comment that highlights best practice from the work and identifies areas for development. The learner then needs to scrutinise the work to find evidence of best practice and any aspects that require further attention.
 - Draw a box around the paragraph/section of the work you would most like the learner to reflect on. List focused revisions that you expect the learner to act on in that section only.
 - Before they submit their work, ask learners to annotate it, identifying the aspects they deem as the most important/challenging/confusing. You might like to give them some sentence stems such as:
 - I did this because...
 - I'm not sure if this is correct because...
 - This challenged me because...
 - This is my favourite bit because...
 - I used [skill/strategy] here to show...
- After completing formative written work, ask learners to underline what they perceive to be their best idea (linked to success criteria, key skills, lesson objective etc) in green. Also, ask them to underline in pink part of the work that they feel they could develop further. Focus your feedback on these two areas.
- At the end of a written task, ask learners to write down a question they still have about the task or topic. In your feedback, suggest a resource that will assist them in finding the answer or practising the skill, rather than answering the question for them.
- Choose one or two literacy aspects of the work you are going to mark and tell learners this before they complete it. E.g. capital letters, spellings of key words, use of advanced sentence constructions.
- Highlight their mistakes in the first paragraph only. Pupils work on the assumption that the same type of mistakes have been made in the following paragraphs. Learners should set about finding and correcting these mistakes themselves.
- Highlight in green three things that meet successfully meet the objective and one thing in pink that needs improving. Learners need to write their own comment and target, then set about making the necessary improvements.
- With writing, use a redrafting approach. When you look at the books after a lesson, make notes on one piece of paper for the whole class about what went well and what still needs work. Where individual children have done particularly well or poorly, make a note and use these in the lesson as a teaching point (where it is an error, share the mistake anonymously or write a similar sentence with the same error). In the next lesson share extracts from pupils' work, using either a visualiser or just a few typed lines to show examples of good work. Pupils then improve their work in response to your input.