



## Towngate Primary Academy Guidance and Feedback Policy

Date	Review Date	Coordinator	Nominated Governor
September 2020	September 2021	Headteacher	Jo Crook

### Policy on Guidance and Feedback

This policy has been amended to reflect temporary changes as a result of COVID-19 school reopening.

#### 1 Introduction

- 1.1 At Towngate Primary Academy, we will take a professional approach to the tasks of guidance work and giving feedback on it. There will naturally be some differences in the guidance symbols and grading systems used by individual teachers, and the age of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

#### 2 Aims and objectives

- 2.1 We mark children's work and offer feedback in order to:

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of guidance and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
- offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

#### 3 Principles of guidance and feedback

- 3.1 We believe that the following principles should underpin all guidance and feedback:

- The process of guidance and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Guidance and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.

- Guidance should always relate to the lesson objective and, increasingly, the child's own personal learning targets.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment and peer-assessment by linking guidance and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, guidance and feedback should involve the child directly to ensure the greatest impact is had on the pupil. The younger the child, the more important it is that the feedback is oral and immediate.
- The guidance system should be constructive and formative.
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- Feedback may also be given by a teaching assistant, or through peer review.
- Group feedback is provided through plenaries too, and in group sessions.
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.
- Teachers will note errors that are made by many children and use them to inform future planning.
- Guidance will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).

#### **4 Implementing the guidance policy**

- 4.1 The school has explicit rules that apply to all pieces of work – known as non-negotiables (e.g. the date and title must be underlined, with the lesson objective at the top), and teachers will not accept the work unless these rules have been followed.
- 4.2 Guidance will be provided on all pieces of work either by the pupil, a peer or the teacher/teaching assistant. Selected pieces of work will be reviewed in depth to provide feedback as appropriate to the work produced.  
Blooms verbs will be used to support the child to deepen their skills, knowledge and understanding.
- 4.3 Adults will provide guidance and feedback to pupils using blue pen.
- 4.4 Pupils will respond to their guidance / feedback using purple pencil (KS1) and purple pen (KS2).
- 4.5 Guidance to move learning forward should prompt the child to develop/further practise skills, knowledge and understanding or deepen learning.

Teachers will not write in pupils books during the school day: children will receive individual, group or whole class feedback; this may be provided in the form of stickers from the teacher to be stuck into books with comments scribed on these, tick and fix self marking, comments made on extended pieces of writing and pupils' scribing through verbal feedback.

#### **5 Secretarial Features**

- 5.1 Staff will model all writing accurately, regardless of pupil age or ability.

- 5.2 Particular attention will be paid to spellings, grammar and punctuation across the curriculum in line with age-related expectations and non-negotiables.
- 5.3 Spellings will be corrected in line with individual abilities: pupils will be encouraged to refer to classroom resources including word banks, working walls and dictionaries / thesauruses.
- 5.4 Handwriting used by all staff will be cursive and joined to remind pupils of academy expectations.

## **6 Self-Assessment**

- 6.1 Children will be explicitly taught how to review and assess their work so that they become independent and reflective learners.
- 6.2 Teachers will remodel clear self-assessment practice so that all pupils can undertake this effectively.
- 6.3 Children will be taught how to tick and fix their work according to the learning objective and success criteria shared. This approach can be used in for all written work in books, allowing children to assess their work against a success criteria, then 'fix' their work using purple pens if aspects of the success criteria have not been implemented.

## **7 Peer Assessment**

Peer assessment will take place verbally during this time; pupils will not share their books nor write in each other's books.

- 7.1 Children will often be asked to review each other's work in pairs. Peer assessment is modelled from the Foundation Stage (using a verbal approach) so the children understand the principles of giving feedback to each other.
- 7.2 Children will be taught to give constructive guidance related to the steps to success. Peer assessment may be undertaken in a range of ways and should be responded to by the recipient.
- 7.3 Self and peer assessment will be evident in books using green and pink symbols / stickers. Areas of strength in the work will be noted alongside the green symbol; areas for further development will be provided alongside the pink symbol.

## **6 Monitoring and review**

- 6.1 We are aware of the need to monitor and update the academy's guidance and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

**Signed:**

**Date:**

## Appendix 1: Guidance and Feedback Symbols

Towngate Primary Academy Guidance and Feedback Symbols	
Key Stage 1 and Key Stage 2	
Symbol	Function
√√	Learning objective has been met.
•	This answer is incorrect therefore requires checking and amending.
Ⓝ	Next step in learning.
Ⓣ	Target to be achieved.
ⓃⓃ	Ensure all non-negotiables are in place.
Ⓥⓕ	Verbal Feedback.
ⓅⓅ	Presentation point awarded.
ⓈⓅ	Spelling needs checking and improving.
ⓂⓌ	Independent work.
ⓐⓌ	Guided work. (this work was completed with an adult)
ⓈⓌ	Supported work. (this indicates a section of work that has been supported)

**Peer / Self Assessment**

-  Green sticker to celebrate areas of the work which is good and meets the success criteria / objective of the lesson.
-  Pink sticker to share and identify areas of where improvements could be made to further improve the work.

## Towngate Primary Academy Guidance and Feedback Symbols

### Early Years

Symbol	Function
	Learning objective has been met.
	Next steps to learning.

Self Assessment – this may be verbally shared by the children and indicated using the stickers below.



Green sticker to celebrate areas of the work which is good and meets the success criteria / objective of the lesson.



Pink sticker to share and identify areas of where improvements could be made to further improve the work.