



The Oratory R.C. Primary and Nursery School



Feed Forward Policy **'Shine as to be a light to others'**

*"So go ahead and make mistakes. Make all you can.
Because that's where you will find success on the far side of failure."*
Thomas J. Watson, S

"All men make mistakes, but only wise men learn from their mistakes."
Winston Churchill

"Feedback that focuses on what needs to be done can encourage all to believe that they can improve."
**'Working inside the Black Box – Assessment for Learning in the Classroom' Paul Black and Dylan Wiliam,
2002**

Effective Feedback = 8+ Extra months of Learning
Educational Endowment Foundation Tool Kit

"I can't do this... yet!"
Fortitude

This policy forms part of the whole school policy for Learning, Teaching and Assessment for Learning.

It relates to the school's ethos of being a community of lifelong learners and has direct links with REAL Project curriculum planning.

The provision of effective marking and feedback is one of the key factors for improving learning and progress through assessment.

All children MUST understand the purpose of learning, how to make improvements, and be given specific time to respond to comments or feedback.

Staffs have contributed to the creation of this policy through discussion, reflection and evaluations from individual / phase action research at Strategic Leadership Team, Staff, Phase and Learning Support Group meetings.

This policy MUST be consistently applied by all staff.



Objectives

- Good subject knowledge combined with good assessment for learning means that children can be continually challenged leading to rapid and sustained progress.
- To further the teacher's awareness of the child's current stage of development, depth of learning and identify 'next steps' in learning.
- To give children accurate feedback on their progress and attainment, agreeing and setting challenging targets for improvement.
- To promote a positive self-image for all children, in accordance with the school ethos and values, and through this encourage them to value and take pride in their work.
- To inspire each child to take a risk in their learning; developing a culture whereby making mistakes is a valued part of the learning process, 'No one ever got better by always getting it right!' Fortitude
- To celebrate and reward achievement, progress and resilience often.
- To help each child critically reflect on their own work, that of others and aim high.
- To promote consistency of effective feedback throughout all classes and between the adults working in the same class.
- To provide evidence of assessment for learning, depth of thinking and reasoning for recording and reporting.
- To understand that not all tasks require written feedback but that those that do receive meaningful / constructive feed forward comments. Language used is consistent, unambiguous, and appropriate to the child's maturity.
- To involve parents and carers more directly in supporting their child's learning in addition to reviewing their child's progress.

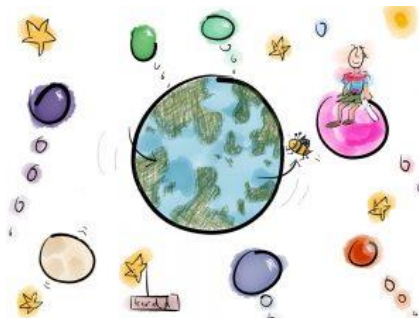


Principles

If children are to develop as learners, with an increasing depth of understanding about their own strengths as well as areas for development (targets) it is essential that:

- ★ They know and understanding the learning objective of each task/sessions. Please note: Every learning objective is not achieved in a lesson but is advancing learning each time **thus a learning objective is an aim that ADVANCES ESSENTIAL knowledge, skills, understanding and behaviours.**
- ★ Success criteria is generated by the children and displayed in class. (SC also present in the planning)
- ★ Comments and symbols are meaningful to the child, and relate to their level of development.
- ★ Sensitivity is shown and children are not unfavorably compared with their peers.
- ★ Learning outcomes and assessments including A4L are used to inform targets and challenges for the future.
- ★ Good work, effort or depth of thinking is chosen to receive attention and celebration.

Progress is the widening and deepening of ESSENTIAL knowledge, skills, understanding and behaviours.



Agreed Procedures

Children make progress when they understand how well they have done in their work, what aspects should be revisited and what they need to do next. **N.B. Teacher's comments – pink** **Child's comments - green**

This is done in a variety of ways of ways:

Teacher/Adult feedback (All staff **MUST** use the agreed marking symbols)

1. 1-1 with the child / small group (written/verbal).
2. Shared feedback – strength / error shared with whole class / group using visualizer.
3. Written feedback – feed forward comments, gap tasks by the teacher in all subjects.
4. Verbal feedback through the use of differentiated and probing question: whole class, group or 1-1.
5. Individual / group target setting (written/verbal)

Children

1. Self-assessment Opportunities

Nursery / Reception

Traffic lights and 'thumbs up'

Year 1 and Year 2

Traffic lights and 'thumbs up' begin to use RAG cups Summer Term – Year 1
1 star and 1 wish except a cold write

Rate level of Thinking, Effort and Enjoyment 1 (lowest), 3 (highest)

Thinking 1 2 3 Effort 1 2 3 Enjoyment 1 2 3

Year 3 to Year 6

RAG cups, 2 stars and a wish except a cold write

Rate level of Thinking, Effort and Enjoyment 1 (lowest) 5 (highest)

Thinking 1 2 3 4 5 Effort 1 2 3 4 5 Enjoyment 1 2 3 4 5

2. Peer assessment/Critique (Remind our children to Be Kind, Be helpful, Be specific)

Nursery / Reception

Traffic lights and 'thumbs up'

Year 1 and 2

Feedback friends – modelled with an adult, children peer assess each other's work, 1 star and a wish using prompt frames and previous peer examples.

Year 3 to Year 6

- RAG cups – children use cups to assess the learning / answers of others. For example if a child shows amber to a peer's answer – why have they done so? What would they improve upon and why?
- Create gap tasks for peer
- 2 stars and a wish using prompt frames and previous peer examples

Please note:

No gap tasks in writing – spot the error to be used instead to allow for deeper thinking and awareness of mistakes when child is editing own work and rethinking of how to improve.

Additional Information in relation to spelling

Correcting every spelling is time-consuming and does not inform but merely reinforces failure. However those regular errors – friend, siad, whent – and age appropriate curriculum spelling lists should be indicated.

Children are always encouraged to look at or prevent errors by the use of learning tools e.g wordbooks, dictionaries and referring to spellings already in their books and editing stations.

Repeated errors will lead to a target group with a fixed and intense period of support.

Monitoring

It is the responsibility of teachers to ensure the approaches detailed in this policy document are carried out by all adults who regularly work within the classroom.

Senior and Middle leaders will monitor the implementation and impact of this policy on a regular basis through book trawls, talking to our children with their books, learning walks and lesson observations

The feed forward policy will be reviewed on a regular basis by all staff to ensure that it is effective and workable.

Reviewed and amended by all staff regularly.

Last Review: February 2022

Generic Symbols and Highlighting (Whole School)

Highlight evidence in a piece of work Green to go! (Only CT or TT to highlight) This relates to an achieved target, transference of skill within the curriculum or an exceptional response to a learning opportunity.

Highlight evidence in a piece of work Pink to think again! (Only CT or TT to highlight) This relates to the editing process.

SPOT THE ERROR

No more than 5 spot the errors in any one piece of work.

Only ask the children to correct spellings that they should already know

i.e. high frequency words, words from their year group national curriculum spelling list or spelling patterns that you know you have already taught.

Y1 – Y4 Children put a tick next to the pink dot to show they have done it.

● Pink dot in margin **Spot the error: P – Punctuation G – Grammar H – Handwriting
SP – Spelling C – Calculation R – Reasoning
? – does this make sense? Please re-read or re-check**

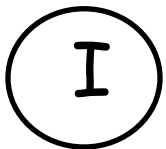
● Pink dot in margin **Error underlined in pink wiggly line for children
who require additional support**
**Spot the error: P – Punctuation G – Grammar H – Handwriting
SP – Spelling C – Calculation R – Reasoning
? – does this make sense? Please re-read or re-check**



What went well... Specific skill based terminology

W

Even better if... Specific skill based terminology



Independent work

SC

Self correction

// New Paragraph

VF: CT Verbal Feedback Class Teacher
i.e. **VF:CT (P)** Verbal Feedback Class Teacher
(focus is Pnunctuation)

VF: TT Verbal Feedback Target Teacher
i.e. **VF:CT (C)** Verbal Feedback Target Teacher
(focus is Calculation)

VF: TA Verbal Feedback Teaching Assistant
i.e. **VF:CT (S)** Verbal Feedback Class Teacher
(focus is Spelling)

SA Self-Assessment

PA Peer Assessment

S 1-1 support

SG Support within a group i.e. 1-2, 1-3, 1-4



or GT – Gap Task (convince me, prove it, explain this, show me!)

^

A word has been missed out

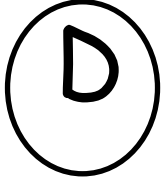
V

Children to use when identifying word from their national curriculum year group spelling list

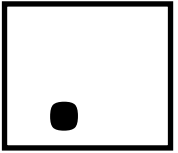
Nursery, Reception and Y1

ABC

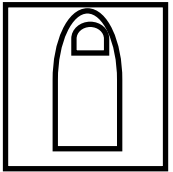
Capital letters



Dictation



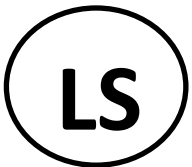
Full-stop



Finger Space

h / 2

Correct letter and
number formation



Letters and Sounds

GW

Guided Writing

At the Oratory we use these symbols to help move our learning forward. Children and adults review and edit work together to ensure progress.



The Growth Mindset Learning Curve

