



KRISHNA AVANTI
Excellence · Virtue · Devotion

'I will give teachings to all and live by what I teach.'
Lord Chaitanya

Feedback Policy 2022-2023

Approved: Autumn 2022

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Feedback Policy

1. Aims of feedback

Effective feedback is an integral part of assessment. We aim to provide a system that is consistent and continuous across each stage within our school. Feedback will inform planning, be diagnostic and enhance children's learning by offering guidance on how work can be improved. Quality feedback allows for self-assessment where the child can recognise their difficulties and mistakes/areas of development and encourage them to accept help/guidance from others. Furthermore, to reinforce learning through reflection. We do this positively to enhance self-esteem and confidence. Children will be encouraged to read through their work before presenting it to receive feedback, as a strategy to develop self-reflection and self-evaluation, against personal targets, learning objectives etc

2. Purpose of feedback

- To assist learning.
- To provide information for assessment.
- To encourage, motivate, support and promote positive attitudes.
- To inform planning.
- To promote higher standards.
- To address errors and clear up misunderstandings.
- To recognise achievement, presentation and effort.
- To provide constructive and focussed feedback.
- To show pupils that we value their output.
- To allow pupils to reflect and improve on their past performances and to set new targets/next steps together with the teacher.

3. Principles of feedback

At Krishna Avanti Primary School - Leicester feedback should:

- Be related to specific learning objectives which the pupil will know in advance.
- Be constructive e.g. Next time I expect to see / In order to improve / It would be better if.
- Use varying questions (e.g. Blooms Taxonomy, see appendices) to create questions as prompts for children to answer as a way to extend learning.
- Be related to needs, attainment and ability.
- Follow consistent practice throughout the school.
- Ensure that pupils know how well they are doing and what they need to improve to make further progress.
- Provide pupils with opportunities to assess their own work and that of others – peer assessment.
- Be provided in real time.
- The colour of the pen used for feedback should be black whilst children will use either pencil or blue colour pens.
- Children should be encouraged to use growth mind set to help them identify their own next steps – in purple pen.

- Children respond to comments after live feedback with purple pen.
- Children to use purple pen when self-reflecting or assessing their output.
- Adults will check these responses and mark these off with a date or if support has been given 1:1 will be recorded.

4. KS1 and KS2 approach for Maths and English feedback will be:

- Learning objective (LO) to be clearly written/typed into the children's books and work dated.
- Children will have evidence of at least x2 verbal feedback responses in English and maths across a week of learning in the form of 'live, verbal feedback'. See Appendix A on Feedback Codes.
- **Black** ticks will be given for correct work.
- **Black** dots will be given for incorrect work.
- A record will be made of how the work was completed: Supported = 'WS' in a circle next to where the child was supported.
- A record in the top left-hand corner also when other people cover the class: 'TA' if teaching assistant or 'Supply' if supply covers the lesson.
- For topic books, a record in the top right hand corner specifying the subject code: Science (SCI), Geography (GEO), History (HIS), PSHE (PSHE).
- All feedback/comments for writing MUST inform future learning and the writing on subsequent pages MUST reflect this.
- The main focus in year 1 in the first term will be to ensure that basic skills issues are addressed...composition elements will be addressed through highlighting the LO at the top of the page.
- L.O will be double ticked if met, one tick if partially met and no tick if not met.

5. Professional Judgement

Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when providing feedback. Teachers must use their professional judgement when deciding how many corrections to respond to.

Teachers may plan to give feedback to a group, so that they can focus on developing particular skills with targeted children.

Feedback is for the direct benefit and improvement of the children's work. It is therefore undertaken by the teachers to inform the child of the progress they are making and the targets they need to work towards.

From Year 1 onwards, children should be given the opportunity to respond to live feedback at least twice a week across: English, maths, and Reading. At KS1 this could be done in conjunction with an adult. In PRE, Humanities, Computing and Science, at least 2 pieces of work across half a term should receive in-depth verbal feedback.

6. Feedback code

Whilst accepting that written feedback of work has to be tailored to meet the abilities and ages of each child and the subject being evaluated, we believe that a common framework is helpful and have provided this in appendix A.

The following agreed codes will be displayed in every classroom so that all children are aware of the meanings of the various symbols.

EYFS/KS1 teachers will use the code as an aide memoir as appropriate to the ability of the child.

We will ensure that pupils will respond to their written/verbal comments by the class teacher within the lesson so that they can act upon development points.

7. Presentation

We have high standards in presenting all work in school displays and the teacher's writing will use the school handwriting style - cursive.

We expect the children to:

- Always try their best.
- Follow instructions.
- Year 1 onwards to date work: English and all other subjects except maths– date to be written in full. Maths date are to be in numerical format: 00/00/00 Form letters correctly applying our handwriting approach, building to joined style position themselves correctly on chairs e.g. left hander.
- Repeat inappropriate work in child's own time.
- Lay out work as explained by the adult.
- Name loose sheets of paper.
- Use sharp pencils and appropriate pens once a pen licence has been given. Do all maths work in pencil and write in squares.
- Do all diagrams in pencil.
- Errors to be crossed out using a pencil and ruler.

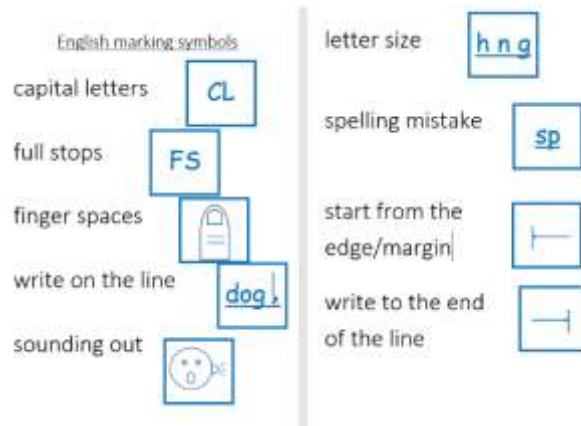
8. Empathy and understanding

We recognise that sometimes, children may produce work that is not up to their usual standard due to health, social or emotional reasons. In these instances, the teacher is expected to adjust their approach and provide smaller steps or a scaffolded approach.

Appendix A: Feedback Code Subject Specific with Writing

- Circle around the punctuation error or for punctuation missing = punctuation error
- sp = spelling error, underline the misspelt word
- ?? = this part does not make sense. Rewrite it.
- ^ = a word or phrase is missing
- T = check your tense
- VF = verbal feedback given

In EYFS/YR1 – feedback is adapted to meet the needs of learners so the following codes will be used although all feedback will be verbal – see below:



In writing, children should be given opportunities to correct their own work during drafting stages. Use the symbols above to indicate what needs correcting.

In UKS2 quality pupil feedback should be evident at least twice a week (see suggestions below). Remember, this must be modelled first. You could begin with whole class modelling on the IWB, before moving on to small group and paired feedback. Games like 'sentence doctor' are a great way of teaching pupils that mistakes are part of learning and can develop a pupil's ability to edit and improve their own work.

Key Stage One and EYFS Specific Guidance

In Reception and Key Stage 1 visual cues are used to help move the learning forward. These are displayed in classrooms to promote the children's independence in accessing this type of feedback.

By the end of KS1, we encourage all children to use a joined cursive style, however we recognise that some children are still working on letter formation; these children will not join their letters until they are correctly formed.

Subject Specific - Mathematics

All work ticked or dotted using a black pen (DO NOT use crosses for mistakes).

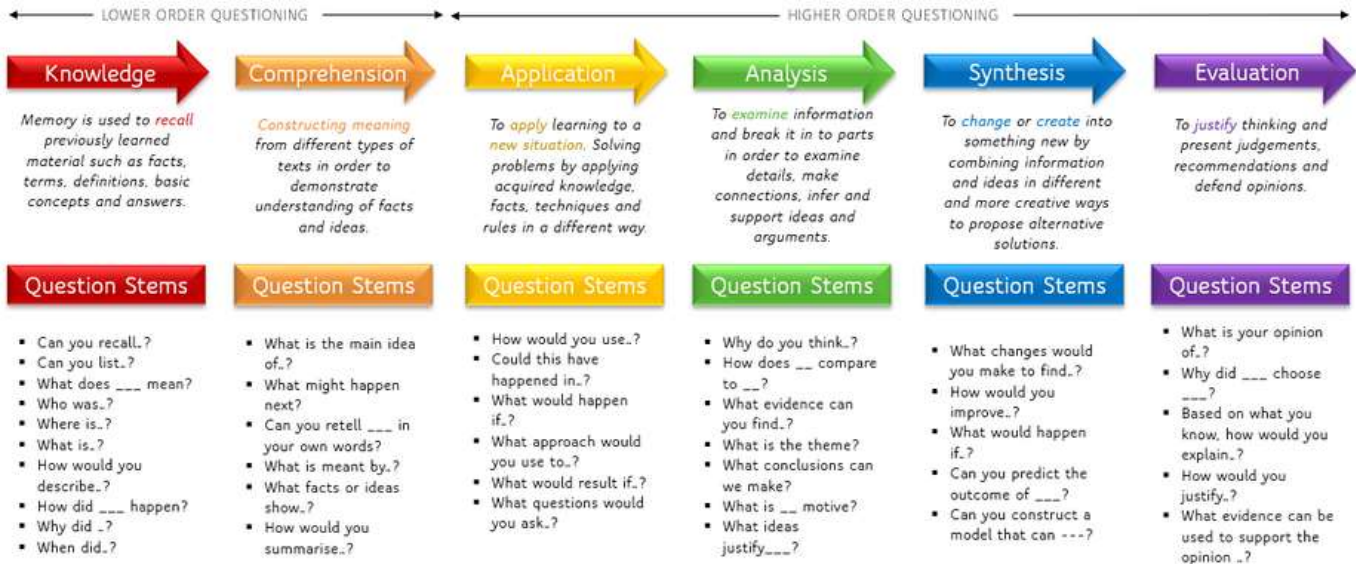
Sometimes children may not be able to recognise what mistake they have made and support should be given and referenced in feedback where this is the case. The use of 'VF' would show that a child has been given verbal feedback to support them to understand their mistake or misconception.

Next steps are a good way of moving learning forward and these should be used when appropriate. These will be in the form of 'VF' which can be providing children with the opportunity to grasp the next part of the teaching sequence from the lesson or even a challenge; or they may be used to address mistakes or misconceptions. **Pupils should always respond to feedback using a purple pen.**

Appendix B: Guidelines for Presentation

<p>Organisation, layout and presentation</p>	<p>General</p> <ul style="list-style-type: none"> • Children’s will avoid: <ul style="list-style-type: none"> ○ Defacing / cutting of books ○ Crossing out by scribbling ○ Altering one letter by over –writing Doodling ○ Filling in letters ○ Giant full stops ○ Felt tip pens used for writing or colouring Writing on top of writing ○ Going over letters ○ Writing on others’ work (unless peer feedback)
	<p>Maths</p> <ul style="list-style-type: none"> • Clear LO shared with all pupils. All work by the children will have a written LO (printed in Year 1) and dated (short date). • Digits must be written in individual squares to aid place value knowledge and presentation. Children must be taught to do this when they enter year 1. • Where children are recording using number lines, they must be taught how to do this accurately using the individual squares in the books or paper number lines provided for evidence in books. • When errors are made children should be encouraged to just cross out the error in one line e.g. tabel USE OF ERASERS ARE DISCOURAGED AND WILL ONLY BE USED TO THE TEACHERS DISCRETION
	<p>Writing</p> <ul style="list-style-type: none"> • All genre specific writing will be recorded in their English books for each genre and feedback will be given based on skills taught for the specific lesson or genre of writing • Every 3 weeks - sequence based extended piece of writing must be evident. • An unaided piece of writing must be evident at the end of each term and must be assessed against the genre checklist (toolkit) too.
	<p>PRE/Science/History/Geography</p> <ul style="list-style-type: none"> • All children’s learning must be acknowledged/feedback provided. One piece in three of learning in PRE/Science/Humanities must be closely assessed with a ‘verbal feedback’ e.g. What do you think will happen if.....and why?
	<p>Grammar & Punctuation</p> <ul style="list-style-type: none"> • Basic Skills lessons, which means Punctuation & Grammar will be evident throughout the children’s writing book and will be aligned to the genre being taught. • The chosen elements of punctuation and grammar to be taught, should link to the genre that is being focused on at that time, eg. commas when teaching instructions, speech marks when teaching narrative, causal connectives when teaching explanations. • The LO should be a short clear objective that covers the main learning of that lesson- it must be in child friendly language. • Dates for absence, holidays or if children are out at an intervention need to be recorded in child’s book to ensure continuity. • When errors are made children should be encouraged to just cross out the error in one line e.g. tabel USE OF ERASERS ARE DISCOURAGED AND WILL ONLY BE USED TO THE TEACHERS DISCRETION
<p>Handwriting</p>	<ul style="list-style-type: none"> • Handwriting must be modelled through staff’s own written feedback to children and must be in line with the school’s handwriting approach. • Reversals and incorrect numeral/letter formation etc must be corrected and opportunities given to children to correct and practice must be evident in the books- repeated ‘errors’ should not be evident through children’s exercise books.
<p>Book covers</p>	<ul style="list-style-type: none"> • Exercise books must be neatly labelled with the child’s name, class and subject and groupings/contextual features. The school provided templates are to be used and children are not to write on the covers! Plastic covers are also provided for books.

Appendix C: Use of Bloom's Taxonomy of Critical Thinking Skills



Bloom's Taxonomy provides an important framework for teachers to use to focus on higher order thinking. By providing a hierarchy of levels, this taxonomy can assist teachers in designing performance tasks, crafting questions for conferring with pupils, and providing effective feedback on their work.

Blooms Level I: Knowledge

Exhibits memory of previously learned material by recalling fundamental facts, terms, basic concepts and answers about the selection.

Keywords:

who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select

Questions:

- What is...? • Can you select? • Where is...? • When did ___ happen?
- Who were the main...? • Which one...? • Why did...? • How would you describe...?
- When did...? • Can you recall...? • Who was...? • How would you explain...?
- How did ___ happen...? • Can you list the three..? • How is...?
- How would you show...?

Assessment:

- Match character names with pictures of the characters.
- Match statements with the character who said them.
- List the main characteristics of one of the main characters in a WANTED poster.
- Arrange scrambled story pictures and/or scrambled story sentences in sequential order.
- Recall details about the setting by creating a picture of where a part of the story took place

Blooms Level II: Comprehension

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptors and stating main ideas.

Keywords: compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify

Questions:

- How would you classify the type of...? • How would you compare...? contrast...?
- Will you state or interpret in your own words...?
- How would you rephrase the meaning?
- What facts or ideas show...? • What is the main idea of?
- Which statements support...? • Which is the best answer...?
- What can you say about ...? • How would you summarize... ?
- Can you explain what is happening...? • What is meant by...?

Assessment:

- Interpret pictures of scenes from the story or art print.
- Explain selected ideas or parts from the story in his or her own words.
- Draw a picture and/or write a sentence showing what happened before and after a passage or illustration found in the book. (visualizing)
- Predict what could happen next in the story before the reading of the entire book is completed.
- Construct a pictorial time-line that summarizes what happens in the story.
- Explain how the main character felt at the beginning, middle, and /or end of the story.

Blooms Level III: Application

Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different, or new way.

Keywords:

apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify

Questions:

- How would you use...? • How would you solve ___ using what you've learned...?
- What examples can you find to...? • How would you show your understanding of...?
- How would you organize _____ to show...?
- How would you apply what you learned to develop...?
- What approach would you use to...? • What other way would you plan to...?
- What would result if...? • Can you make use of the facts to...?
- What elements would you use to change...? • What facts would you select to show...?
- What questions would you ask during an interview?

Assessment:

- Classify the characters as human, animal, or thing.
- Transfer a main character to a new setting.
- Make finger puppets and act out a part of the story.
- Select a meal that one of the main characters would enjoy eating: plan a menu, and a method of serving it.
- Think of a situation that occurred to a character in the story and write about how he or she would have handled the situation differently.
- Give examples of people the student knows who have the same problems as the characters in the story.

Blooms Level IV: Analysis

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

Keywords:

analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion, take part in

Questions:

- What are the parts or features of . . . ? • How is _____ related to . . . ?
- Why do you think . . . ? • What is the theme . . . ? • What motive is there . . . ?
- Can you list the parts . . . ? • What inference can you make . . . ?
- What conclusions can you draw . . . ? • How would you classify . . . ?
- How would you categorize . . . ? • Can you identify the different parts . . . ?
- What evidence can you find . . . ? • What is the relationship between . . . ?
- Can you make a distinction between . . . ? • What is the function of . . . ?
- What ideas justify . . . ?

Assessment:

- Identify general characteristics (stated and/or implied) of the main characters.
- Distinguish what could happen from what couldn't happen in the story in real life.
- Select parts of the story that were the funniest, saddest, happiest, and most unbelievable.
- Differentiate fact from opinion.
- Compare and/or contrast two of the main characters.
- Select an action of a main character that was exactly the same as something the student would have done.

Blooms Level V: Synthesis

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Keywords:

build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, theorize, elaborate, test, happen, delete

Questions:

- What changes would you make to solve...? • How would you improve...?
- What would happen if...? • Can you elaborate on the reason...?
- Can you propose an alternative...? • Can you invent...?
- How would you adapt _____ to create a different...?
- How could you change (modify) the plot (plan)...? • What facts can you compile...?
- What way would you design...? • What could be combined to improve (change)...?
- Suppose you could _____ what would you do...? • How would you test...?
- Can you formulate a theory for...? • Can you predict the outcome if...?
- How would you estimate the results for...? • What could be done to minimize (maximize)...?
- Can you construct a model that would change...? • How is _____ related to...?
- Can you think for an original way for the...? • What are the parts or features of...?
- Why do you think...? • What is the theme...? • What motive is there...?
- Can you list the parts...? • What inference can you make...? ...? • What ideas justify...?
- What conclusions can you draw...? • How would you classify...?
- How would you categorize...? • Can you identify the different parts...?
- What evidence can you find...? • What is the relationship between...?
- Can you make the distinction between...? • What is the function of

Assessment:

- Create a story from just the title before the story is read (pre-story exercise).
- Write three new titles for the story that would give a good idea what it was about.
- Create a poster to advertise the story so people will want to read it.
- Use your imagination to draw a picture about the story.
- Create a new product related to the story.
- Restructure the roles of the main characters to create new outcomes in the story.
- Compose and perform a dialogue or monologue that will communicate the thoughts of the main character(s) at a given point in the story.
- Imagine that you are the main character. Write a diary account of daily thoughts and activities.
- Create an original character and tell how the character would fit into the story.
- Write the lyrics and music to a song that one of the main characters would sing if he/she/it became a rock star and perform it.

Blooms Level VI: Evaluation

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Keywords:

award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, appraise, prioritize, opinion, interpret, explain, support importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, deduct

Questions:

- Do you agree with the actions/outcome...? • What is your opinion of...?
- How would you prove/ disprove...? • Can you assess the value or importance of...?
- Would it be better if...? • Why did they (the character) choose...?
- What would you recommend...? • How would you rate the...?
- How would you evaluate...? • How would you compare the ideas...? the people...?
- How could you determine...? • What choice would you have made...?
- What would you select...? • How would you prioritize...? • How would you justify...?
- What judgment would you make about...? • Why was it better that...?
- How would you prioritize the facts...? • What would you cite to defend the actions...?
- What data was used to make the conclusion...?
- What information would you use to support the view...?
- Based on what you know, how would you explain...?

Assessment:

- Decide which character in the selection he or she would most like to spend a day with and why.
- Judge whether or not a character should have acted in a particular way and why.
- Decide if the story really could have happened and justify reasons for the decision.

Appendix D: Example Prompts for Feedback in Maths

Topic	Closing the gap prompts	High order questions
Number	<p>What is the next number in the pattern?</p> <p>Continue the pattern</p> <p>What happens when you add an odd number to an odd number?</p>	<p>Why is the statement, 'an odd number plus an odd number equals an even number true?'</p> <p>What does that tell us about multiples of 5?</p> <p>How can we be sure that the next number will end in zero?</p> <p>What is wrong with this pattern?</p>
Calculations	<p>Now try this.....</p> <p>Explain your method/how you did that</p> <p>Is there another method you could have used to get the same answer?</p> <p>Which method is the most effective?</p> <p>Check your answer using the reverse operation</p>	<p>What is the same and what is different about addition and subtraction?</p> <p>Why do $17 + 9$, $18 + 8$ and $19 + 7$ all give the same answer?</p> <p>Why do $6 + 7$ and $7 + 6$ give the same answer?</p> <p>How can you add 9 to another number?</p> <p>What is wrong with this calculation? ($178 + 167 = 615$)</p> <p>Why is it true that multiplying makes numbers bigger?</p> <p>Is it always true that when we.....</p>
Shape/Space and Measure	<p>How many lines of symmetry/right angles/edges does this shape have?</p> <p>Draw a shape with no lines of symmetry?</p> <p>What do the angles in this quadrilateral add up to?</p> <p>Measure this line</p> <p>Convert this measurement into cm/mm</p> <p>Draw a shape with the same perimeter/area</p>	<p>Why is this picture an example of a shape that has symmetry?</p> <p>How do you explain why the angles in any quadrilateral add up to 360?</p> <p>Explain the way you have sorted these shapes?</p> <p>How do we know that this is a triangle?</p>
Fractions and Decimals	<p>What is $\frac{1}{3}$ as a decimal percentage?</p> <p>What is $\frac{2}{3}$ of 24?</p> <p>Put these fractions/decimals in order?</p> <p>Which is the smallest/biggest fraction/decimal?</p>	<p>What is the same and what is different about fractions and decimals?</p> <p>Explain how do you find 2 thirds of a number?</p>
Data Handling	<p>What is the average shoe size of our class?</p> <p>What is the range or data in our column.....?</p> <p>What is the biggest/smallest amount?</p> <p>A new child arrives who likes..... add their data to the table</p>	<p>What is wrong with the saying, 'The average shoe size of our class is 5.7?'</p> <p>What evidence can you find to prove that more people like red cars than blue cars?</p>

Sentence Starters for Reasoning

It can't be ...
because ...

I noticed that...

It must be ...
because ...

This is true here
because ...

If ... then ...

I wonder
whether ...

This is different
because ...

I already know
that ... so ...

This is the same
because ...

I know that ...
because ...

I think that ...
because ...

This is always
true because ...

Sentence Starters for Problem Solving

I already know
that ... so ...

I started by ...

I checked by ...

I decided to ...
because ...

I noticed that...

I wondered
why ...

The pattern I
noticed was ...

I used the
inverse of ...

I used the fact
that ...

I was systematic
because I ...