Policy Statement: Feedback Policy

Rationale :

The aim of this guidance is to ensure that all children have their work responded to in a way which improves their learning and achievement whilst developing their self-confidence. The guidance supports consistency across the school and has been created from practice across the school. Responding to children's work is both the responsibility of teaching and support staff. We want feedback to be efficient (meaningful and manageable); it should have the greatest impact in the most efficient way and consequently support staff in giving time to planning and preparation and to achieving a work-life balance.

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.'

"Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop."

"The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work."

(Report of the Independent Teacher Workload Review Group 2016)

Marking and feedback is a teaching and learning tool (assessment for learning) and, as such, is part of a continuous cycle referred to in our teaching and learning policy.

In creating this guidance we have also taken into account recommendations from the Education Endowment Foundation (included at the end of this policy).

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Rosenshine's 10 Principles of Instruction

1. Review learning at the start.
2. Present new material in small steps.
3. Ask lots of good questions.
4. Provide models and worked examples.
5. Practise using the new materials.
6. Check for understanding.
7. Obtain a high success rate.
8. Provide scaffolding and support.
9. Encourage independent practice.
10. Weekly and monthly review.

Aims:

The overall aim of our marking and feedback is that it is:
Meaningful: varies by age group/subject
Motivating: engaging pupils to make progress
Manageable: proportionate, purposeful, simple

Outcomes:

We aim for the **outcomes** of our marking and feedback to:
- Acknowledge pupil's work, raise self-esteem and establish a 'can-do' culture (pupils are motivated, develop positive attitudes and learn to value hard work and the quality of the work they produce).
- Recognise children's achievements and progress.
- Inform and stimulate further learning (next steps to improve) which pupils act upon to make progress over time.
- Address any errors or key areas of misunderstanding (professional judgement will be used to prioritise these).
- Enable teachers to plan the next stage of teaching and learning.
- Enable staff to make judgements about pupil attainment.
- Provide information for other staff involved in monitoring children's work.

Range of Methods:

We use a **range of methods** for feedback and staff use professional judgement on which will be the most meaningful, manageable and motivating depending on the age, subject, pupil, learning progression. There is no expectation that one style of marking fits all purposes or all pupils – it does not. Below is the range of methods staff draw on:
- Whole class feedback
- Live feedback during lessons
- Live marking during lessons
- Pupil self-assessment
- Peer feedback
- Catch up feedback after the session (individual or small group)
- Teacher marking and feedback (may prompt improvement and editing e.g. 2 stars and a wish)
- Assessment against objectives (traffic light) or assessment grids.
- Praise, rewards, stickers, house points, spelling bees etc.

Pupil Ownership and Involvement:

Pupils should be fully involved in the evaluation, assessment and improvement of their own work. We achieve this ownership and active involvement through:
- Giving pupils time to respond (editing and improving – purple polish) to marking and feedback. Pupil response time should be built into lessons – this is time within a lesson to ensure pupils proofread, edit and enhance the work. This promotes an ethic of excellence and ensures pupils recognise the importance and value of marking. It also enables pupils to respond to feedback/guidance provided in class or after marking. Making marking – and your time – count.
- Using self-assessment, thereby developing the pupils' understanding of the learning process and developing independence. Strategies for this include traffic lights, smiley faces (☺ ☹ ☺) or pupils evaluating against their own success criteria.
- Developing peer assessment as pupils have high regard for the thoughts of their peers.
- Using pupil conferencing or verbal feedback as much as we can.

Additional Practice Guidelines:

1. Marking/feedback should be given as soon as possible (**immediate feedback strategies are the most impactful**).

2. **All staff** in the classroom are expected to mark in the moment as this will support children in receiving immediate feedback which they can respond to. All support staff are expected to mark work when they teach a group; support a group in class; withdraw a group from the classroom, or when they are 1:1 support for a pupil. The expectation is that support staff receive regular training regarding marking and should ask for support, should they require it, from any class teacher or their line manager. Support staff are expected to follow the feedback policy.

3. Pupils should be encouraged to **'check in' or have some sort of feedback within the lesson** to prevent the teacher discovering complete misunderstandings after the lesson. This can be particularly effectively applied in maths e.g. pupils check after 4/5 questions to confirm their understanding before moving to the next challenge/learning activity.

4. Marking/feedback should **address aspects of the LO and or Success Criteria,** looking for strengths and areas of development (the majority of feedback should be positive):

   a. Highlighting or underlining using a green highlighter indicates GREAT GREEN (strengths). Highlighting should be of both the LO/Success Criteria (to show what the child has achieved that lesson) and examples of good work. Dotted or dashed highlighting of the LO/success criteria indicates progress towards but not yet secure. If highlighting makes clear what has been achieved, staff do not need to write additional comments. Any written comments should be specific and concise and related to the LO/Success criteria or pupil next steps e.g. well-chosen adjectives and prepositions (not lovely description).

   b. Highlighting or underlining using a pink highlighter indicates THINK PINK (areas for editing/improvement – our growth mindset encourages pupils to see pink as a positive opportunity to learn and get even better). Highlighting should be of specific words, phrases or sentences (a line down the margin can also be used for those with greater independence and deeper learning). If staff know pupils are not going to be able to identify the problem staff may write a comment, verbally feedback or put a code in the margin **(CL – capital letter; P – punctuation; G – grammar; // - new paragraph; adj – adjective needed; adv – adverb needed; ? – check for sense; ^ word missing).** Any written comments should be specific and concise and related to the LO/Success criteria or pupil next steps e.g. *improve the highlighted verbs to add more suspense* (not *'can you make it scarier?'*) or modelling a calculation and giving them one or two to practise.
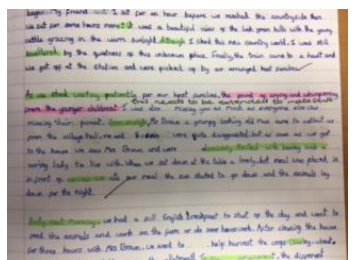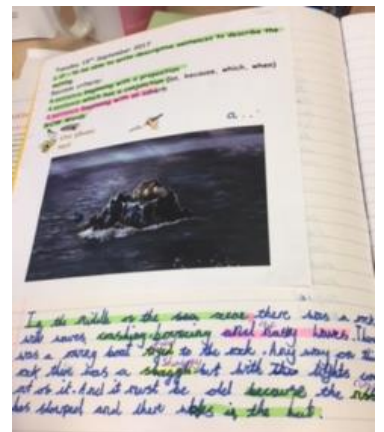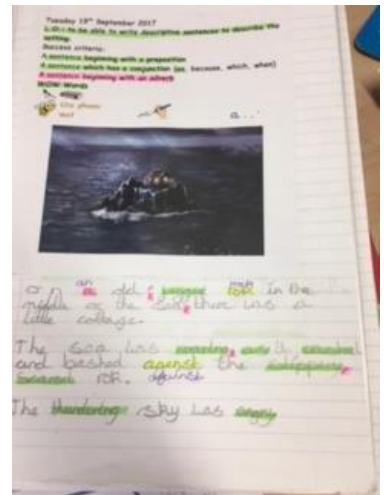
5. Children should feel motivated and engaged by the marking process. We aim for children to want to grapple and polish their work with their purple polish pens. Older children can purple polish at anytime as it becomes an embedded part of their learning journey. Younger pupils use pencil when first learning to edit their work.
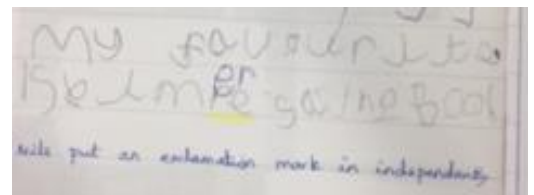
6. On the odd occasion when a child has got a pattern of misconception this should be addressed the following day or through intervention. A **VF (verbal feedback)** annotation can be given.

7. Errors in maths work should not be rubbed out but corrected to the side. Conceptual errors may need support in the lesson, in a catch-up session or in future planned sessions.

8. The school uses a 'Spelling Bee' initiative to support the development of spelling. Staff use a <mark>yellow highlighter</mark> to highlight up to 3 words appropriate to the age and ability of the pupil. If pupils do not make any mistakes for their age/ability they are rewarded with a spelling bee sticker. 10 stickers leads to a spelling bee badge award in achievers. Any spellings highlighted will be corrected by the pupil in an editing or a 'Spelling Spot' session. Pupils also practise their highlighted words at the end of their work/in spelling journals (5x). Some pupils may be ready for a yellow line in the margin so they have to independently spot the mistake themselves. Some pupils may, according to age and ability, need support to correct a word. This may be done through:
   a. Giving the correction to practise.
   b. Give a choice to support correction e.g. rane, rayn, rain.
   c. Sign post to a resource e.g. dictionary, spelling lists in reading records, keyword lists, phonic mats.
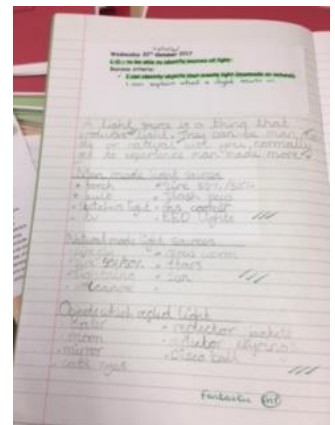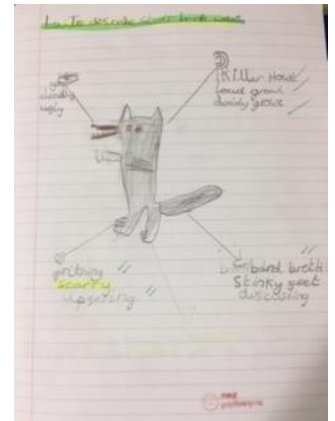   Please note that only independent correction should be acknowledged when formally assessing pupils work.

9. If handwriting, letter formation or number formation needs support staff should consider this as part of planned provision or may choose 1 or 2 letters/numbers or patterns of letters (e.g. ascenders/descenders, anticlockwise movement) to model at the bottom of the work and then the children can practise too.

10. Marking/feedback in the EYFS should prioritise verbal feedback. Next steps are shared verbally and praise is given against the characteristics of effective learning. As the Reception year progresses staff will be able to increasingly apply aspects of this policy e.g. LO/success criteria highlighting, beginning to highlight pupils work and use of spelling bees for tricky word spellings in independent writing.

11. **In foundation subjects** marking should be made manageable by prioritising the use of highlighting objectives to show what was achieved in the lesson. Children, as they progress through the school, should begin to regard their books as their knowledge organisers for each subject and be proud of how they can use them for reference. Reward stickers that relate to table points should be used to promote motivation. Expectations in English or Maths should be maintained and developed across other subjects. Spelling, punctuation and grammar should be addressed in similar ways.

12. Codes or stamps should be used to show the level of support a child has had: **I = independent; S = supported.** This might vary during a lesson and it is useful for these codes to be used in the margin to show this (e.g. S turns to I when you leave a pupil to carry on, on their own)

Education
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**TEACHER FEEDBACK TO
IMPROVE PUPIL LEARNING**
Summary of recommendations

Principles			Methods		Implementation

1

Lay the foundations for effective feedback

- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.

- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

2

Deliver appropriately timed feedback that focuses on moving learning forward

- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the *task* set, the individual *pupil*, and the collective understanding of the *class*.

- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.

- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

3

Plan for how pupils will receive and use feedback

- Careful thought should be given to how pupils *receive* feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.

- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

4

Carefully consider how to use purposeful, and time-efficient, written feedback

- Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.

- The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.

- Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.

5

Carefully consider how to use purposeful verbal feedback

- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.

- However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.

6

Design a school feedback policy that prioritises and exemplifies the principles of effective feedback

- Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.

- Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.