Feedback Policy

Date	Review	Responsible	Named Governor	Changes Made
July 2022	July 2023	Headteacher	Dianne Webster	No
July 2023	January 2024	Headteacher	Dianne Webster	No
January 2024	January 2025	Headteacher	Dianne Webster	Yes

Introduction

At Stonelow Junior School, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice.

The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback and marking throughout our school.

All members of staff should have high, but realistic expectations of the work that each individual can achieve and ensure that the quality, quantity and presentation of work meets the standards required.

Rationale

In devising this policy, we are mindful of the research surrounding effective feedback and the workload implication of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation where research shows that effective feedback should:

• Redirect or refocus either the teacher's or the learner's actions to achieve a goal

• Be specific, accurate and clear

• Encourage and support further effort

• Be given sparingly so that it is meaningful

• Put the onus on students to correct their own mistakes, rather than providing correct answers for them

• Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking

as a key contributing factor to workload.

As such we have investigated alternatives to written marking which can provide effective feedback in line

with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: Meaningful, Manageable and Motivating.

We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Marking should not be a waste of time. It should have an impact. The best way to have an impact is through high quality and regular feedback.

Our policy on feedback has at its core a number of principles:

• The sole focus of feedback should be to further children's learning

• Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification

• Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil. It is not something 'done' to them.

• Children should receive feedback either within the lesson itself or it in the next appropriate lesson.

• The 'next step' is usually the next lesson.

• Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

• New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

As such, strategies can include marking, but will mainly be verbal feedback during the lesson.

Why do we give good feedback during the lesson?

• To assess and discuss with children what they are learning

• To intervene in a timely way if children have not understood work and to further challenge them if they have

• To motivate further by praising current achievements

• To inform the next step in learning so that children know what they need to do in order to improve.

• To provide ourselves with feedback on how well pupils have understood the current work so that we can plan the next stage of teaching and learning.

• To enable teachers to make judgments about pupil attainment, particularly in regard to assessment levels to support ascertaining standards

By giving timely feedback, teachers demonstrate to children that their efforts are valued; this gives additional purpose to pupils' work. If children are not given constructive, specific feedback, they will not know whether their work is good/poor/indifferent, and may lose interest or not produce work of such quality in future.

<u>Feedback and Marking in practice</u>

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching

2. Summary feedback - at the end of a lesson/task

3. Next lesson feed forward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished

4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

These practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	- Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. - Takes place in lessons with individuals or small groups - Often given verbally to pupils for immediate action - May involve use of a teaching assistant to provide support of further challenge - May re-direct the focus of teaching or the task	Lesson observations/learning walks
Summary	- Takes place at the end of a lesson of activity - Often involves whole groups or classes - Provides an opportunity for evaluation of learning in the lesson - May take form of self or peer- assessment against an agreed set of criteria - May take the form of a quiz, test or score on a game - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	- Lesson observations/learning walks - Some evidence of self – and peer-assessment - Quiz and test results may be recorded in books or logged separately by the teacher

Feedforward: 'the next step is the next lesson'	• For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work. • Do now's are analysed daily and errors and misconceptions addressed in subsequent lessons, in particular in maths meetings.	• Lesson observations/learning walks • Evidence in books of pupils editing and redrafting their work in green pen
Summative	• 'Check it' activities • End of unit or term tests or quizzes	• Check it activities in books • Quiz and test results

Effective feedback makes pupils think about their learning. It also helps them to see that learning is incremental rather than fixed.

To support learning, areas for improvement are often more effective if they are expressed as questions How could you? How might you? How can you?

Teachers should not be providing pupils with the answer, but expecting them to think and refine their work as a result.

<u>When do we feedback or mark?</u>

• Ideally whilst the work is in progress

• At least at the completion of a piece of work

• As soon after the completion of the work as is possible

Practice will involve a "write, reflect, mark" sequence during lessons where the emphasis is on 'live

marking' i.e. adults giving pupils formative, verbal feedback (supported by written prompts if necessary) to focus their attention on what they need to do (or amend) to achieve the objective at the point of learning.

As the feedback is in the context of the lesson, (VF to be written in the margin at the point at which verbal feedback is given), there is an expectation that the pupil will respond to the feedback immediately.

Written feedback will only given by teachers if they have worked with that child in the lesson and they do so there and then to evaluate the impact of feedback.

Live feedback / marking

<u>English</u>

During the lesson the teacher / TA will move around the class, giving timely and relevant verbal feedback to the pupils. This will be focussed and will relate to the objective taught, or personal targets for the child. If an improvement is to be made, this will be demarcated with a green arrow in the margin with the verbal explanation of what needs improving and the pupil making an immediate pink pen correction or a teacher symbol. Another check will be made later in the lesson and if evidence has been seen of further correct independent use this will be marked with a green tick in the margin by the independent evidence.

In smaller classes the class teacher should aim to feedback to all pupils, wherever possible. In larger classes this should be split between other adults in the room and / or half the class as a focus one day and

the other half the next day. Any children not given verbal feedback during the lesson should make a separate pile of their books for a 'book look' at the end of the lesson [see below]

SL will be used by teacher or pupil in the margin to highlight sticky learning [information that we want the children to remember or information that they have remembered from somewhere else].

<u>Big Write</u>

Each Big Write session should have planned editing and correction time built in at the end of the lesson. This can be self or peer editing.

Children should stick in a success criteria list of what the teacher is looking for and what the children should try to include. This has a column for pupils to tick and a column for staff to tick as they mark and give feedback.

The teacher will share extracts from pupils' work, using either the visualiser or by typing out a couple of lines and displaying them on the interactive whiteboard, at first showing good examples of work and a model for writing, then sharing examples that support proof reading and editing.

Examples:

- within the proof reading section, the teacher might showcase someone's work eg/ someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights
- might share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules.
- point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it.

Children will then have a short period of time to proof read their work, checking for similar errors and putting them right using pink pen. Children support each other in the identification and correction of mistakes.

<u>Spellings</u>

Common words that are being misspelt or frequently misspelt words will be written on a post-it note. The pupil transfers the post-it to the next piece of work and uses it for checking and correction. Once the pupil is confident they spell the word correctly and consistently they tick it. Ticked words may be checked orally on the spot by the teacher.

<u>Maths</u>

In Maths lessons teachers should still be moving around the class giving verbal feedback to the pupils. Pink pen marking throughout the lesson will provide immediate feedback for the pupils and provide information as to children needing support / challenge for the teacher.

Re-calculations / corrections are made in pink pen by the pupils.

A book look will be made at the end of the lesson [see below]

<u>The Book Look</u>

After the lesson, the teacher looks through the pupils' books to evaluate learning based on what went well and what still needs work.

Teachers might want to sort the books into 3 piles:

• children who didn't grasp the objective or underperformed

• those who showed solid understanding

• those who did particularly well or exceeded the objective

Teachers tick next to the L.I. to show it has been checked and achieved [if it has not been marked during the lesson]. One green tick for achieved, 2 green ticks for exceeded expectation for that L.I. If the LI. has not been achieved the letters LI will be circled in green.

Teachers are free to add a brief comment on the work of pupils they fed-back to, and should 'star' or stamp any parts of work that are worth sharing as good examples. Dojos will be awarded for these and good examples of work could be used for display and / or the plenary or to start the next lesson.

Feedback records and connections

In order to make learning stick and raise expectations, at the end of morning lessons, a question or small tasks should be written on the white board, linking to the mornings learning [maths, reading, writing or GAPS]. This should be referred during registration time in the afternoon by the teacher in class.

At the end of the afternoon teaching session [before assembly] a question / task should be written on the white board relating to the afternoons learning. This can be addressed by the class teacher before home time or the next morning.

Pupils response to feedback

Response to individual feedback will either be immediate [responding to the arrow in the book], later in the day [assembly time, with mentor, with TA or independently] or the next day at the beginning of the lesson.

Whole class feedback will be given either in the plenary or at the start of the next lesson by the teacher. This will be for English and Maths.

Peer Marking

Peer marking happens when children work with other children to edit and develop a piece of work. It is not when partners swap books and individually 'check' and assess the other's work. To be collaborative, both children read and discuss one of their pieces together, decide the best bits (which may not be the same) giving reasons why, then together talk about the improvements that could be made – which the 'owner' of the work makes, using their pink pen. Work that has been collaboratively / peer improved needs to be clear that this is the case. It will usually take the form of PM written below the work, with the initials of the pupils involved.

Individual Target Setting

To be trialled in Y6 with 10 page targets from Big Write and any other relevant targets from other subjects. The expectation is after 10 pages, the target is met and another can be given.

Feedback in maths

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from, for example, 'Check Its' given at with the use of sticky learning card and Quick Maths. Termly assessments are given which also provide vital feedback to the teacher about areas that might need more teaching for certain individuals either in class or through an intervention.

In terms of day to day maths learning, in KS2, teachers should have the answers to problems available, and after doing 4 or 5 calculations, children should check their answers themselves. That way, if they have got the wrong end of the stick and misunderstood something, they can alert the teacher immediately.

Another benefit is that less confident children might want to start at the easiest level of work provided, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level.

Another strategy teachers can use is to get children to compare answers in a group and where answers do not agree, challenge each other and try and find where the other person has gone wrong.

The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors.

Modelling how to check for errors in Maths

Children need to be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not really thinking. So as an alternative to providing the answers, teachers should sometimes use the visualiser to model ways of checking and then expect children to do the same, in effect 'proof reading' maths.

So for example, children might repeat a calculation in a different coloured pen and check they've got the same answer. For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should also model how children can use the inverse operation to go and check they get back to where they started.

Prompt Sheets

Where children have made mistakes, and are finding it hard to identify where they have gone wrong, a prompt sheet, shared with the class at the start of the lesson, can help. In effect, this is just a process success criteria, but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed.

Find my mistake (column addition)

- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

It is important that the children move towards internalising what they are doing (over the course of several lessons) so that they no longer need a written checklist because they have their own mental checklist stored in their long term memory, which they are able to retrieve at will.

Giving children work to 'mark' from fictitious other children, which includes all the common misconceptions, is a really good way of helping them develop this.

Feedback and Marking in the Foundation Subjects

Acknowledgement Marking - Due to time constraints and manageability, foundation subjects are 'light marked' with a courtesy tick to acknowledge that the work has been seen by the teacher, and/or a positive comment, sticker, stamp or target if necessary.

In Science, two pieces per term will be 'quality marked' against the pos for Scientific Enquiry.

The role of other adults

Marking and feedback is responsibility of the teacher. However, at Stonelow, Teaching Assistants and Mentors are trained to mark and provide feedback on children's work under the direction of the class teacher. They work closely with the teacher and share the outcomes from any marking and feedback to ensure that planning is informed according to the children's needs.

Other…

• Errors in Maths should not be rubbed out – the correct answer should be written by the side in pink pen [pupil] green pen [staff].

• Crosses should not be used – a dot by an error is preferred

• Pupils use pink pen when editing writing, or self and peer marking

• Staff mark in green pen

Standard symbols used to assist in the monitoring of pupils' progress

Peer Marking	PM		
Verbal Feedback	VF		
Correction to be made	→		
LI met	✓		
LI exceeded	✓ ✓		
LI not met	(LI)		