



Introduction

At Smallwood C of E Primary Academy, 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 implications 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 various expert organisations which shows that effective marking & feedback should:

- Be specific, accurate and clear
- Encourage and support further effort
- Indicate achievements as well as next steps
- 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
- Be meaningful, manageable and motivating.

Key Principles

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
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher
- 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 aims 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 secure.

Within these principles, our aim is 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 them to adjust their teaching both within and across a sequence of lessons. As such, strategies can include marking, but will mainly involve verbal feedback/ whole-class written modelling during the lesson and in the following 'Response Time.'

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.

Feedback and Marking in practice

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 feedforward (Response Time) - 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 has finished
4. Summative feedback - tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

What these stages might look like in practice:

Feedback type	What it looks like	Evidence (for observers)
1. Immediate Feedback	<ul style="list-style-type: none">• Takes place in lessons with individuals or small groups• Gathering feedback from teaching during the course of the lesson, including hands up, white-boards, book work etc.• Often given verbally to pupils for immediate action• May involve the use of an additional adult to provide support or further challenge	<ul style="list-style-type: none">• Lesson observations/ learning walks
2. Summary Feedback	<ul style="list-style-type: none">• Takes place at the end of a lesson or activity (plenary)• Often involves whole groups or classes• Provides an opportunity for	<ul style="list-style-type: none">• Lesson observations/ learning walks• May be some evidence of peer/ self-assessment or quizzes in books

	<p>evaluation of learning in the lesson</p> <ul style="list-style-type: none"> • May take the form of peer/ self-assessment against an agreed set of criteria • May take the form of a quiz or game 	
3. Next lesson feedforward (Response Time)	<ul style="list-style-type: none"> • Time will be spent giving feedback to the class about general strengths and areas for development from the previous lesson (WWW - what went well & CBI- could be improved) • Worked examples might be modelled to the children • Time will be given for development areas to be worked on and corrections to be completed • A practise and/ or challenge task will be given • Guided groups might be required to support individual children 	<ul style="list-style-type: none"> • Lesson observations/ learning walks • Evidence in books (corrections/ revisions to work done in purple pen or marked with a purple asterisk) • Monitoring of teaching slides to see where response time has occurred • Evidence in books of progress (misconceptions addressed and minimum recurring errors)
4. Summative feedback	<ul style="list-style-type: none"> • Quiz on previous learning • End of unit/topic assessments (maths) • Published Write 	<ul style="list-style-type: none"> • Flashback 4 (maths) • End of unit assessments (maths) • Highlighted writing grid following piece of published writing (1 x termly)

The 'Book Look'

After the lesson, the teacher looks through the pupils' books to evaluate learning based on what went well (WWW) and what could be improved (CBI).

Teachers sort the books into 3 piles:

- children who didn't grasp the objective or underperformed and require guided intervention
- those who showed some understanding but would benefit from a consolidation/practise activity
- those who did particularly well or exceeded the objectives and require a further challenge to move their learning forward

Teachers highlight the learning objective in green, yellow or pink. Teachers use this coding to support their planning for the following session e.g. grouping together children who have a 'pink or yellow objective' in order to plan targeted support/practise tasks or planning a challenge activity for children who have achieved 'green' in their work.

To acknowledge particularly strong work and to indicate it will be used in response time as a good example, (WWW) should be used by the teacher next to the work.

Teachers are also free to add a written comment or sticker to acknowledge exceptional work if they so wish and similarly to offer support if there is a recurring misconception.

The Feedback Sheet

The teacher completes a 'Book Look Feedback Sheet' (see appendix 2) which acts as an aide memoir to ensure teachers give purposeful feedback to the whole class and plan targeted support, consolidation tasks or challenge on an individual basis. Where individual children have done particularly well or poorly, the teacher will make a note and use as a teaching point. They look for both common and individual strengths and misconceptions/errors in basic skills to inform teaching and learning. Presentation is also evaluated.

*Teachers may move away from using the feedback sheet for every lesson if the process for checking children's work and providing feedback is in line with this policy.

Response Time: Direct Improvement & Reflection Time

Once feedback has been posed, pupils need time to respond to be able to reflect critically on how to craft and improve their work, and to develop new techniques to put their feedback into practice. Such time will be provided in each 'Response Time' in maths and English but might be more focused/ lengthy during the drafting process in writing. Children will make changes to their work in purple pen/ mark with a purple asterisk and rewrite.

Children will receive whole class feedback about strengths (WWW) and areas for development (CBI) and direct teaching to help them identify and address their own weaknesses, particularly in writing before they are expected to 'improve' their work.

Spellings

Our aim is to enable our children to become independent learners. As a rule, an 'Sp' should be put in the margin to alert the child to a spelling error on that line. Common spelling errors should then be referred to during the 'CBI' session and children given time to correct their work. Where spelling is identified as a particular weakness for an individual, or for children in KS1, teachers may underline the incorrect spelling for the child to write the correct version or write out the correct spelling to be copied out. In work where there are many incorrect spellings, careful professional judgment is required in determining how many to identify so as not to demotivate the child.

Writing: Intervening when children find editing hard

A few children will need more support in order to be successful at improving their own work.

Younger children in KS1 in particular may need more support as they learn to become more independent, although many young children are quite able to edit and proof-read independently after teacher modelling. As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. Some children may need a gentle prompt to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer - 'description' perhaps or 'tense errors.' This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson. Others might need even more support and need to be provided with clues to help them. For example, the teacher might need to draw a box around a section of text to narrow down the search area for the pupil, alongside the comment.

Other strategies:

In KS1 and for some Reception children, premade stampers are available to prompt children to look for certain mistakes. A 'Writing Non-negotiables' prompt sheet can be used with KS2 classes until these basic skills are securely in place for most of the class. Certain individuals may need to carry on referring to these longer until the checklist is thoroughly internalised. Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work modelling how to overcome these: for example, to clear up the confusion with apostrophe use. The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs.

Feedback in maths

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from, for example, 'Flashback 4' as well as end of unit tests, 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, teachers should have the answers to problems available, or provide answers to the children at different intervals throughout the lesson. That way, if there are misconceptions, they can alert the teacher immediately. Another strategy teachers might use is to get children to compare answers in a group and where answers do not agree, challenge each other to try and find where the other person has gone wrong. The onus should be on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Correct answers in maths will be marked in green and incorrect answers in pink; this should be done by the children but can be done by the teacher on occasions/ for KS1 if required. Where the error is linked to number formation, the digit should be circled and modelled correctly by the teacher if necessary. Errors in Maths should not be rubbed out - the correct answer should be written by the side in purple or marked with a purple asterisk and re-written in pencil.

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 a visualiser/ children's worked examples to model ways of checking and then expect children to do the same, in effect 'proof reading' maths.

Self-Assessment

Children will indicate how they feel they have done in the lesson with a smiley, straight or sad face. This can then be followed up by the class teacher if necessary.

Peer Assessment

Peer improvement happens when children work with their learning partner 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 purple editing pen. Work that has been collaboratively / peer improved needs to be clear that this is the case. It will usually take the form of 'PA' (peer assessed) written below the work, with the initials of the pupils involved.

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 criterion, but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed. These may differ in layout.

Feedback and Marking in Science and the Foundation Subjects

A feedback sheet should be completed for every science lesson and should inform a response time the following week to keep learning sticky and address any common misconceptions. Evidence of WWW/ CBI is required, and a consolidation/ challenge activity should be provided where appropriate.

Learning Objectives should be highlighted in green, yellow or pink.

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. A positive WWW comment, and CBI comment may be given if necessary or shared collaboratively in a 'Response Time' if deemed necessary to move learning forward.

Feedback and Marking in EYFS and KS1

The 'Book Look' and 'Feedback Sheet' should be completed for maths and English lessons where appropriate, and this should be used to inform a response time in the following lesson as in KS2. There is no expectation (until the Summer term of Year 1) that 'Response Time' is evidenced regularly in books. As previously mentioned in this policy, stampers may be used to indicate common errors such as capital letters and incorrect letter/ number formation should be circled and correctly modelled. Correct work will be marked in green and errors or inaccuracies in pink; there is no expectation for children to mark their own work.

Appendices

Appendix 1: Marking Code Summary and Key terminology

Marking Code

Green - Correct answer / met learning objective

Pink - Incorrect answer or inaccuracy / not met learning objective

Yellow - Partly met learning objective

Sp- in margin to alert children to spelling error on that line (word may also be underlined and/or written out where spelling is identified as an individual weakness or for children in KS1)

(WWW) - shows the child that their work will be used in the following Response Time as a good example

○ - indicates incorrect letter or number formation

RT - Response Time

P- Practise

C - Challenge

GG - Guided Group

Extension - additional work completed

G - Guided work

VF- Verbal feedback (it is assumed that all children will receive some form of verbal feedback and therefore 'VF' might not be used regularly but more to indicate where a child has had more in-depth individual feedback)

PA- Peer assessed

AL - Adult led (EYFS)

CI - Child initiated (EYFS)

Key terminology

WWW- What went well

CBI- Could be improved

Response Time- the 15 minutes provided at the start of the following lesson for whole class feedback to be given, and for children to respond to such feedback and/ or complete a challenge

Consolidation task- task during response time for those children who weren't totally confident with the previous learning and require more time for independent practice

Challenge task- task during response time for those children who confidently met the previous learning objective and require a higher level of challenge

Guided Group- Adult support for any children who failed to meet the previous LO

Flashback 4- Four maths questions given at the start of each maths lesson which revisit previously taught content

Appendix 2: The Feedback Sheet

Subject:	Learning Objective:	Date:
<p><u>Children who have met/exceeded LO and require further challenge</u></p>	<p><u>Children who have partly met LO and would benefit from a consolidation activity</u></p>	<p><u>Children who have not met the LO and require additional support/ adult intervention to recap prior learning</u></p>
<p><u>WWW</u></p> <p><u>Examples of children's work</u></p>	<p><u>CBI</u></p> <p><u>Examples of children's work</u></p>	<p>Other (e.g. comments on presentation, effort, non-negotiables, handwriting, spelling, quantity of work etc.)</p>