

Learning and Growing Together, Hand in Hand

FEEDBACK POLICY

Effective from: September 2018

Review: Autumn 2019

Mr S Cains

Policy confirmed by the Governing Body of Grace Mary Primary School on:

Date: _____

Signature: _____
(Chair of Governors)

Signature: _____
(Head Teacher)

At Grace Mary our focus is simple; it is our children's learning.

The purpose of feedback and marking is equally simple; it is about:

'Moving learning forwards'

This has the key elements of:

- Highlighting and celebrating success
- Supporting improvement
- Identifying next steps in learning

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. We are mindful also of the research surrounding effective feedback and the workload implications of written marking.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

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

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), who we work closely with, that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

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; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- 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 aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

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.

Types of feedback

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. At Grace Mary, we call this intervention marking (IM).
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – 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, journals etc. Takes place in lessons with individuals or small groups Often given verbally to pupils for immediate action: Will involve use of a teaching	Lesson observations/learning walks

	assistant to provide support or further challenge: May re-direct the focus of teaching or the task to provide further challenge	
Summary	- Takes place at the end of a lesson or activity. - Often involves whole groups or classes. - Provides an opportunity for evaluation of learning in the lesson. - May take the form of 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/peer assessment. Quiz and test results may be recorded in books or logged separately.
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 editing stations. - For maths, it may be appropriate to spend part of the next lesson addressing misconceptions to the class. If very few children have misconceptions, they are given a daily maths surgery to correct their errors.	Lesson observations/learning walks. Evidence in books of pupils editing and redrafting work in red pen.
Summative	- Blue gap tasks - Knowledge is Power assessment sheets (given at least 1 week after learning). - End of unit term tests or quizzes	- Blue gap tasks in books. - Quiz and test scores.

Feedback in practice

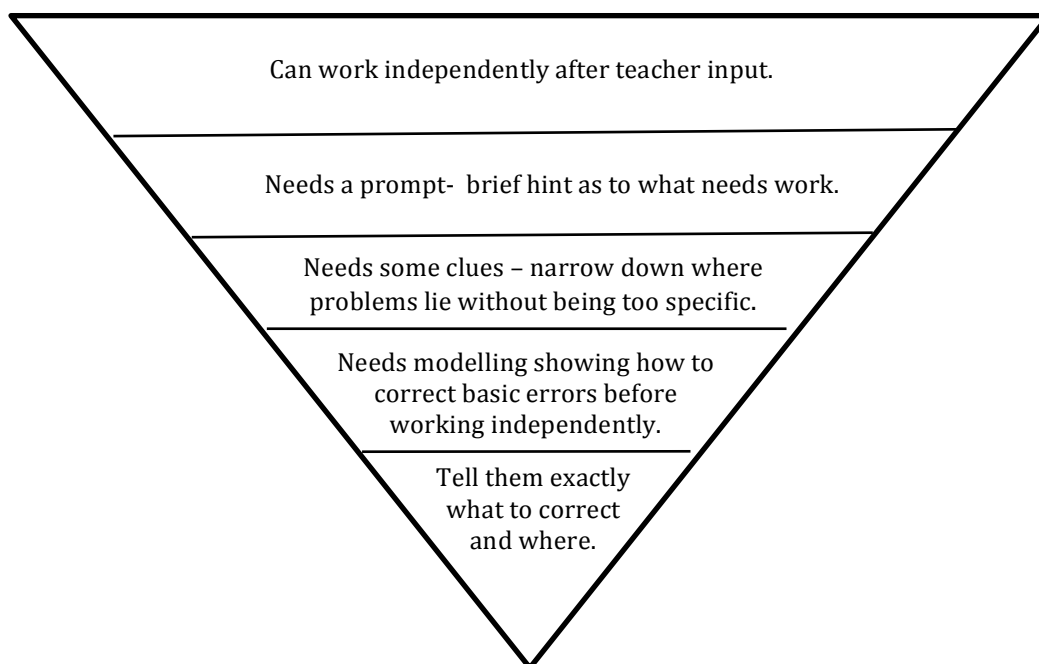
Wherever possible, intervention feedback takes place with the child and is shared as immediately as possible.

Verbal feedback is a discussion about the learning with the child. It is the most valuable form of feedback for **all** children (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the child and the teacher or teaching assistant and, where appropriate, between peers.

It may take place during focused group work and be either spontaneous or planned for.

Written feedback is used to ensure children are making accelerated progress in a lesson, teachers should use intervention marking to close any gaps and give next steps. Intervention marking should be indicated with an 'IM'.

The strategical minimal marking triangle



Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children take up time; let them struggle for a bit, but above all, make sure they are the ones doing the hard work; not you.

Types of prompt

- Reminder prompts (for example, a reminder to follow or include a certain aspect of the success criteria- this will be the most common type of prompt during a lesson).
- Scaffold prompt- (for example, you might start a sentence for a child to finish)
- Example prompt (for example, you might show the child how to do a specific calculation which they can then use as their model).

Subject specific guidance for teachers

Extended writing

All extended writing lessons will be followed up with an editing lesson where children receive whole class feedback (see Appendix A- Whole Class Feedback Sheet- as a possible resource to support this) about strengths and areas for development and direct teaching to help them identify and address their own weaknesses.

This will then be followed by editing sessions where children will be given the chance to edit and improve their work. To support children in doing this, editing stations will be set up in order to give the children a chance to focus on particular aspects of their writing. This could be linked to the success criteria or ARE SPAG objectives.

The teacher should display extracts of pupils' work on the board, at first showing good examples of work. This will give the children a good model of writing to aspire to. The teacher will then display an anonymous piece of writing and reteach key aspects to the whole class that could be improved. The pupils will then apply this teaching during the editing stations. This will be done in mixed ability pairs so that they can support each other in the identification and correction of mistakes.

Intervening when children find editing hard.

A few children will need more support than this 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 'ambiguous pronouns' or 'figurative language' or 'and then' with a red cross through it. 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 yellow box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumped or the same sentence structure over-used. Or they might need to write a comment at the end saying there are 5 instances of non-standard English.

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. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs. But what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

Feedback in maths

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from weekly blue gap tasks. This information should be used to revisit areas where learning is not secure. 'Blue gap tasks given at least 2 weeks after teaching a unit and end of unit tests 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 answers wrong and misunderstood something, they can alert the teacher, seek support from a Kagan partner or even better, think for themselves. 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.

Where children are more confident, and finish their work slightly earlier than others, they can consolidate their learning by 'marking' other children's books. When they do this, the crucial step is that they should not take their own book with them and just read off the correct answer. They should do the calculations again – faster and possibly mentally – so in effect doing the work twice thus getting the sort of over-learning that leads to solid long-term retention.

The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. 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. Checking involves thinking deeply about the work you have just learnt. When you think deeply about something, it is much more likely to get stored in your long term memory, available to be recalled at will. 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 model how children can use the inverse operation to go and check they get back to where they started.

Spelling

At Grace Mary, we recognise the importance of children being able to spell. Fluent spellers (children who don't need to think hard about spelling) can use the space in their brain in order to concentrate on other aspects of composition e.g. content, storyline, vocabulary. Children who find spelling difficult, generally find writing difficult, especially when it comes to composing pieces of extended writing. Instead of focusing on content, the capacity in the brain is filled with the question, 'how do I spell this?'

Spelling sessions are taught daily at Grace Mary and we follow the no-nonsense programme of study. However, there will still be occasions when children are spelling words incorrectly in their work. When looking at a piece of work, teachers should identify common misconceptions and use this to inform their own planning in follow up sessions. Teachers should not be correcting spellings for the children as this has shown at Grace Mary to have no impact on the quality of spelling. During extended pieces, spellings should be identified by either putting a pink dot underneath the incorrect spelling (ks1) with the sp abbreviation in the margin or putting a dot in the margin of the sentence where a spelling error has occurred alongside the abbreviation sp (ks2). Time should then be given for pupils to find the correct spelling (using a word bank, dictionary etc) and for them to then practise the spellings in their home book.

Punctuation and Grammar

We also recognise the importance of using correct punctuation and grammar when both speaking and writing. When grammar errors have occurred in extended pieces of writing in KS1, this should be indicated by a pink dot underneath the error with the abbreviations gr or p in next to the pink dot. The children are then expected to correct their own mistakes. If grammar or punctuation errors occur in extended pieces of writing in KS2, the mistake should be indicated with a pink dot in the margin of the work with the abbreviations p or gr. The children are then expected to find the mistake and correct the error themselves.

Non negotiables

EYFS

- To hold a pencil confidently - between thumb and two fingers.
- To use phonics when spelling.
- To start to leave spaces between words.
- To start to form letters correctly.
- To re-read what is created.

KS1

To use capital letters correctly (Start of sentences and 'Proper Nouns')
 To leave finger spaces between words.
 To punctuate sentences accurately using a range of punctuation (. , ! ? ...)
 To segment words into phonemes and spell many correctly.
 To evaluate work in order to edit and correct 'spelling, punctuation and grammar'.

KS2

To identify the audience and purpose for writing.
 To write legibly and fluently, deciding whether or not to join specific letters.
 To suggest changes to vocabulary, grammar and punctuation to enhance effect.
 To use a dictionary to check the spelling/meaning of words and a thesaurus to vary vocabulary choices.

Generic Presentation Non-negotiables

To underline my date and title.
 To place only one digit in each box
 To use the line provided when writing.
 To always use a ruler.
 To form letters correctly – developing a style of joining

Agreed marking codes

KS1 spellings- pink dot underneath word	The correct spelling should be corrected by the child.
KS2 spellings- pink dot at the side of the sentence	Children will be given time to find the word in a dictionary and then to practise in their home books.
Gr	A grammar error has occurred.
P	A punctuation error has occurred.
//	Indicates where a new paragraph should start.
IM	Intervention marking.
S	Support given to a child during the activity in order for them to achieve the objective.
VF	Verbal feedback given during the lesson.