OWLSMOOR PRIMARY

FEEDBACK POLICY

Status of Policy	Date
Owlsmoor In-house	
Reviewed	Every 3 years
Policy written	Jan 2020
Last reviewed by governors	21 Jan 2020
Review due	21 Jan 2023

Owlsmoor Primary School

Feedback policy

Introduction

At Owlsmoor Primary School, we recognise the importance of feedback as an integral part of the teaching and learning process and aim to maximise the effectiveness of its use in practice. It is important to note that 'feedback' is broader than just 'marking', and we recognise that feedback may take a range of forms including written marking, verbal feedback, peer feedback, self-assessment and coded feedback amongst others. The best feedback, whichever form this may take, will give pupils a clear sense of how they can improve, with them responding and making progress as a result.

We are very mindful of the research surrounding effective feedback. Our approach is underpinned by the evidence of best practice from the Educational Endowment Foundation and other expert organisations, taking into account how children learn best. We are also mindful of the workload implications of written marking for teachers and, following the DfE recommendations regarding this, strive to ensure that our approach is manageable for teachers in order to be most effective. 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.

This policy should be read in conjunction with our teaching and learning, Assessment, Curriculum, SEN and Single Equality Plan policies. See appendix 1 for additional information regarding expectations for children's workbooks.

Aims
At Owlsmoor, through marking and feedback we aim to:
- acknowledge effort and achievement, and motivate learners
- encourage and support children to produce their best work
- identify future learning needs/opportunities at class, group and individual level
- raise standards throughout the school by ensuring pupils' make good progress

Key Principles

At Owlsmoor, all feedback should:

- Further pupils' learning
- Focus on the learning objective and success criteria for the lesson
- Redirect the teacher's or learner's actions to achieve a goal
- Be meaningful, manageable and motivating
- Be timely and purposeful
- Be appropriate and accessible to the child so it can be understood
- Be acted upon
- Encourage pupils to take responsibility for their own work and learning (taking into account research on the how developing children's meta-cognition and self-regulation enhances progress)

It is important for the right learning culture to be created in order for feedback to be effective. We strive to develop learners that welcome feedback, understand that mistakes are part of the learning process, are committed to producing their best work and are keen to continually improve. We aim to achieve this through teaching children about 'Growth Mindset' and 'Habits of Mind', which are central to our school learning culture and ethos.

Feeding forwards feedback

There is a well-established body of evidence which highlights that 'Assessment for Learning' (the process of teachers gathering and acting upon assessment information) is integral to pupils making good progress. This is, therefore, our key focus when looking at pupils' work. After each maths and English lesson in KS1 and KS2, teachers look at each child's book to evaluate their learning within the lesson. As they do this, they initial the work to acknowledge that they have seen it and they record information about pupils' learning on a 'Whole Class Feedback Sheet' (see appendix 2), identifying:

- General strengths
- Individual work to be praised
- Common spelling errors
- Presentation / basic skills to recap
- Common errors / misconceptions/ improvement points across the class
- Children who require additional support in order to secure their learning
- 'Next lesson notes', indicating how these aspects will be addressed (e.g. through additional input/ adult support etc)

Teachers do not necessarily have to complete every box, but just those where there is relevant information to record.

There is not a requirement for the 'next steps' to be written on the pupils' work itself – instead teachers should focus on ensuring that pupils' emerging needs are addressed appropriately within subsequent lessons. The 'next step' is the next lesson.

Teachers may still make use of written marking/ annotations on children's work if they feel it will benefit the child – for example: using a pink dot ('think pink') to indicate something which needs to be corrected; using a green highlighter ('great green') to indicate a particular strength within a piece of work, which perhaps could then be shared with the class; providing a written prompt/ reminder; highlighting spelling/punctuation errors; using symbols which correspond to comments; or highlighting/ commenting against a success criteria. There is no set requirement for any particular style or frequency of written marking - teachers are encouraged to use their professional judgement to decide when and how this may be beneficial, and whether this is accessible and appropriate for the child.

Feedback from one lesson to the next should be shared explicitly with the children at an appropriate point (usually at the start of the next lesson). Each classroom has a poster on display with symbols which show how feedback is shared (see appendix 3). Teachers should ensure that any issues identified are acted upon through further whole class input or targeted support for individuals/ groups. If the feedback is for an individual/ small group, this may be addressed through support from an adult to go over the work again at an appropriate point (e.g. during the register, during the starter activity) or through working with an adult within a group during the next lesson, rather than this feedback being shared with the whole class.

The value of immediate feedback

Research indicates that prompt feedback is more effective than feedback which is delayed. As a result, our teachers assess pupils' understanding continually throughout lessons, giving 'on the spot' feedback and adapting their lessons appropriately in the moment in order to move learning forwards. Teachers are encouraged to make use of a wide range of strategies in order provide feedback within lessons. These strategies may include:

- 'Show me' whiteboards
- 'Stop and Check'
- 'I do - We do - You do'
- 'Over the shoulder' feedback
- Dynamic re-grouping/ re-directing adult support

- Re-teaching
- 'Peel away' groups
- Mini-plenaries/ Learning Stops
- Visualisers
- Peer feedback
- Pupil self-marking/ self-assessment

Effective within-lesson feedback helps to reduce the need for post-lesson feedback, as it enables errors/ misconceptions/ improvement points to be addressed immediately.

In EYFS, all feedback is 'immediate feedback', given verbally with the child present. This mainly takes place during small group guided activities led by the teacher. Children are also given feedback through questioning and discussion during free-flow activities.

Pupil-premium children should receive a 'check-in' from an adult (either the teacher or the TA) within each maths and English lesson - unless they are already being supported in an adult guided group. The 'check in' is to provide them with immediate feedback to enhance their progress: it is an opportunity to look at their work with them and provide feedback to help move their learning forwards. This may involve checking they have a good level of understanding of the content, guiding them to make corrections/improvements to their work or challenging them further. The adult should write 'checked in' and their initials at the point at which they check in. After lessons, the books of Pupil Premium children should be marked first.

It is recognised that involving pupils in identifying their own corrections/ improvements, rather than doing this for them, is beneficial to their progress. This requires guidance and support from the teacher, as children will not be able to do this automatically. Teachers should ensure that they support pupils to develop the skills required to do this effectively (e.g. explicitly modelling how to edit and improve work, scaffolding peer-assessment, using the 'Every Time We Write' features for pupils' to self-check their own work, using guided editing). Teachers should avoid making corrections for the child, as this does not require pupils to do any thinking.

School Expectations of Marking

It is important that all work is marked or acknowledged in some way. Some pieces of work may be ticked and initialled to acknowledge it has been seen by an adult.

As part of the marking process, teachers should identify spelling errors that need to be corrected. They may provide the correct spelling for the child, but where possible, they should encourage the child to be able to correct the word themselves (e.g. using a dictionary, looking at a word mat, implementing spelling corrections addressed in whole class feedback) – particularly with older children. Teachers should use their professional judgement to determine how many spellings it is appropriate to correct for that particular child, and will focus their corrections on high frequency words and more commonly used words. Children should respond to spelling corrections by recopying the word.

In maths, answers need to be marked to indicate whether or not they are correct. Children can mark their own work as long as they are provided with the correct answers and are given support to understand where they have 'gone wrong' if their answers are incorrect (e.g. the teacher going over the answers on the board). If the work is marked through distance marking, the teacher needs to look at the type of error(s) being made and use their professional judgement to decide whether:
A) It is a careless mistake that the child could correct for themselves if it was pointed out - Action: mark the answer as incorrect using pink highlighter, remind children that they need to correct anything with a pink dot; **B) It is a relatively straight forward mistake and a simple reminder would 'nudge' them to correct it themselves -** Action: provide a brief written reminder on the page alongside 'think pink' dots, or go over the mistake again through further teaching input and prompt child(ren) to correct their own work; or **C) The child needs help or further explanation of some kind to help them to make their corrections -** Action: plan when/ how this will be addressed through further support.

Pupils are always expected to act upon the feedback they are given on their work, and they must be given sufficient time to respond to feedback. Pupils' responses should be written in purple pen, so that it is clear what changes have been made a result of the feedback given. Teachers should check that pupils have responded to feedback and follow this up if the pupil has not.

Support staff are also involved in the marking of work, under the direction of the teacher, and they should initial any marked work (apart from work such as tables and spelling tests). Support staff should indicate whether a piece of work has been completed with significant assistance, by writing 'with support' and initialling, or using the schools' 'level of support' code detailed below.

Marking Strategies

Marking may be communicated through verbal response, written or pictorial comments, or symbols (e.g. ticks, crosses). The use of these procedures and the depth of marking vary according to the task, the subject, the age of the child, the children's individual targets and the learning objective. Children may be rewarded with stickers, stamps or certificates, stars or housepoints (tokens) at the discretion of staff.

In both Key Stages, work that is marked for its content, understanding and skill may be given a written comment, or verbal feedback with the work marked using the agreed symbols or initialled by the teacher. Moving through Key Stage 2, children need to take more responsibility for improving their work e.g. by self-editing, by using dictionaries to correct spelling mistakes.

The following notation can be used as 'shorthand' when marking, depending on the age and level of the child:

Symbol	**Meaning**
● *or* x	Something is incorrect N.B. Teachers should use their discretion when using crosses.
Sp	Spelling mistake (word is also underlined)
O	Circles an error
^	Missing word or words
// or NP	A new paragraph is needed
T	Refers to target

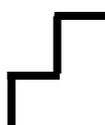Work may be underlined or highlighted with:

'Great Green' - Identifying any aspects of the work that are particularly strong – these may be shared with the class in the next lesson

'Think Pink' - Identifying aspects of the work which the pupil needs to correct/ edit/ improve.

A teacher comment may be written next to this symbol:

This symbol means 'Next Steps' - the teacher will provide feedback to move the learning on further, for example providing an additional challenge.

Level of Support

For all marking:

I   indicates completely independent
i   indicates mostly independent with a little support
S   indicates having worked with an adult

Pupil Self-assessment

It is good practice that children are involved in the marking and evaluation of their own work, and that of others. We use the traffic light system which is carried out by pupils:

- ○   I didn't understand this and need more help
- ○   I am beginning to understand this and need a little more practice
- ○   I understand this and need more challenge

The purpose of this is to inform the teacher of how challenging the child found the work, so that they can offer them additional support/ challenge as required.

Teachers may also ask children to self-assess their work against the success criteria for the lesson, for example by ticking whether they have included particular features in a piece of writing. Pupils should also be encouraged to check their own work for errors and improvements and self-edit in purple pen. Teachers may also make use of peer-assessment of work as part of the marking process where appropriate.

Marking System Key

A key to the marking system used is displayed in each class. This ensures all teachers/ support staff are using the same marking codes across the school and is a useful reference for pupils when interpreting their feedback.

Monitoring the use of feedback

All feedback given by teachers should be for the sole purpose of advancing learning – not for external verification. However, we believe it is important for the effectiveness of feedback to be monitored and reviewed on an ongoing basis. This is done through:

- Lesson observations/ learning walks – looking for evidence of how this approach is used 'in action'.
- Book scrutinies - pupils should respond to all feedback in purple pen, which should shows the impact of any feedback that was given. Books should also show good progress over time.
- Monitoring 'Whole Class Feedback Sheets' – looking at how 'next steps' are being recorded and subsequently actioned (looking for 'Learning Trails': Issue – Intervention – Impact)
- Pupil conferences – seeking the views of the children.

Appendix 1

<u>Checklist for children's work books.</u>

1. All books must be clearly labelled with the same cover format across the year group.
2. All the English and maths books must have the agreed specific targets sheets in them relating to the age related expectations (ARE) for that year group. If a child is working significantly below ARE, teachers should set personal targets for that child using a blank target card sheet - writing in the child's individual targets. They are to be kept in the front of the English and maths books and teachers should review these routinely as part of the marking process. Targets are to be dated as to when the child has achieved them. Children are to know what targets they are working on. In FS2 & KS1 target reminders are to be attached to children's books.
In KS2 target reminders need to be displayed either in the classroom or on their tables so that children can see them when working.
3. All work is to be dated with a clear learning objective and if appropriate, success criteria. If children are writing the date please make sure that for those children who find writing exceptionally difficult the date can be written by an adult. It is not acceptable for writing the date to be the main outcome for those children.
4. Children should be producing written work at least four times a week in English and maths in both KS1 and KS2. There may be some exceptions such as work on display boards but the draft copy (if appropriate) should be in their books. In FS2 children should be recording at least two pieces of written work. Some of that work may be child initiated. If the work has been a speaking and listening activity in English or a practical session in maths teachers may wish to record this in their books to that effect after the date, and this should be clear from lesson plans.
5. There should be a written piece of science at least once every two weeks. Children should also have a record of work in the foundation subjects (except PE, music and computing) with at least 2 recorded pieces every half term.
6. There should be evidence of an extended piece of writing once a fortnight in KS1 and KS2.
7. All teachers need to have high expectations of the outcomes for each child. As a rough guide for the average child the amount of work that should be being produced is as follows.
   YR/Y1 1 page (1/2 lined)
   Y2   2 pages (1/2 lined) or 1 page (wide lines)
   Y3   ¾ page (narrow lined)
   Y4   ¾ - 1 page
   Y5   1 – 11/2 pages
   Y6   1 ½ 2 pages plus.

8. All marking needs to be in line with our feedback policy.
9. Feedback needs to be related either to the child's individual target or to the SC of the lesson. Written marking must be in a legible cursive script – modelling acceptable handwriting.
10. Children should be given an opportunity to respond to marking and responses should be in purple pencil in KS1 and purple pen in KS2.
11. Any work that is done on paper needs to go into their books if that is the main English or maths work for that day.
12. All teachers are accountable for the progress of every child in their class. It is really important that progress can be tracked through the children's books.

Appendix 2

Whole Class Feedback Sheet

Class: Subject: Date:

General Strengths/ Aspects to Praise		Individual Work to Praise/ Share
Presentation/Skills Recap	Common Spelling Errors to address	Common Mistakes/ Errors/ Misconceptions/ Improvement Points
Children who need further support		Next Lesson Notes

Sharing Feedback

What went well? (Common strengths, improvements etc)

Who shone out and why? (Celebrating achievements, reinforcing learning)

Any common spelling errors to address?

Any reminders to be given? (Presentation, basic skills, ETWW)

Anything we need to look at again? (Common mistakes, improvement points etc)

Can we correct and improve our own work? (Time to implement the feedback)