

# Feedback Policy



**September 2022**

To be reviewed September 2024 or as required

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## **Aims**

- To ensure that pupil feedback in books is both purposeful and manageable.
- To use feedback as a tool for formative assessment and to support pupil achievement.
- To provide consistency in feedback and a clear understanding of the agreed expectations.
- To ensure that all work (including homework) is marked in accordance with the Key Stage expectations set out in this policy.

## **Principles and Purpose**

Pupils work should indicate that they have understood and improved their knowledge or understanding as a result of adult interventions or feedback. The use of written or oral feedback is the first step only and the pupil response to this, either immediately in green pen or in subsequent pieces of work, will indicate whether the feedback has been effective.

Feedback should:

- Be manageable for teachers and accessible to pupils.
- Relate to the intended learning purpose.
- Give recognition and praise for achievement and demonstrate to pupils that their outcomes are valued.
- Give precise steps for improvement which result in all groups of pupils achieving well.
- Where appropriate, allow specific time for pupils to read, reflect and respond to feedback.
- Be personalised to individual learning needs and inform future planning and group tasks.
- Be consistent across the school.

## **Teacher Expectations**

- Teachers are expected to assess all subjects to inform their understanding of achievement and to demonstrate to pupils that their work is valued.
- To be effective, the feedback of children's work must be both regular and frequent. It is appropriate to do this during a lesson with the child and sometimes at the end of an application task. Feedback is often best carried out with the child present.
- To have impact, feedback should be completed as soon as possible after work is completed, usually before the next lesson.
- Where work has been set for a cover teacher, the class teacher should indicate their expectation of feedback, in the case where this does not take place, the class teacher will ensure that the work is reviewed according to this policy.
- Feedback should be used to identify groups of children (who may be different to usual table groups) who will need to work with an adult the next day in order to consolidate understanding of a learning concept. An easy way to do this is to physically keep the books in a different pile and read from the names at the front.

## Pupil Expectations

Pupils are expected to:

- Read and respond to the comments made by adults in their books daily.
- Take time to correct and finish off work where appropriate.
- Cross out mistakes neatly using a pencil / pen and ruler.
- If responding to comments, these need to be learning based responses and in line with our presentation policy.

## Success Criteria / Steps to Success

Each piece of work will have a Learning Intention and Steps to Success (mathematics) or Success Criteria (other subjects) sticker and need to indicate: completed independently (Indep), with teacher support (CT) or with other adult support (OA).

<b>L.I. To use the grid method to multiply a 2-digit number by a 1-digit number</b>		
<b>Steps to Success:</b>		
<ul style="list-style-type: none"><li>• I can partition the 2-digit number into the top of the grid</li><li>• I can place the 1-digit number into the side of the grid</li><li>• I can multiply the tens and then the units</li><li>• I can total my answer at the end</li></ul>		
<b>CT</b>	<b>OA</b>	<b>Indep</b>

If clearly evidenced in the work, success criteria or steps to success should be highlighted in green by *the class teacher* to indicate where a child has achieved each element.

## Feedback in Pupil Books

The purpose of dialogue between pupils and adults is to provide encouragement and to identify immediate strengths and areas of development in children's work. Adults should always intervene with a conversation when a child needs redirecting and this is easily achieved and most beneficial through check-in feedback during a lesson.

Pupils' work is marked in **red pen** so it can clearly be seen. Teacher's handwriting in comments must be legible to the child and model cursive handwriting. When verbal feedback is given, pupils should evidence the changes made as a result of this either using a **green pen** e.g. when adding capital letters/recalculating or the subsequent work showing measured improvement as a result of adult intervention. The teacher should write VF in the margin of the child's book to indicate that this has happened.

Any children's responses to feedback questions will be in **green pen** so that they can be easily identified. Stamps, stars and stickers may be used to provide further specific encouragement and positive reinforcement.

**As part of the daily classroom routine it is expected that at the start of each session, children look at the teacher comments or annotations from the lesson before and, if appropriate, respond in green pen.**

## In EYFS

- In Special Books adults should systematically date and evaluate through comment specific areas of learning to enable a comprehensive profile of pupil work to be compiled (see also EYFS handbook). Pupil verbal comments should be scribed in green pen by the key worker.
- In group focus Literacy and Numeracy weekly tasks a feedback question or comment should be posed for most children who should respond verbally, and when able, using green pen response. These responses should be evident either through corrections in the work or through their comment being scribed. This is not expected of children at the earliest stages of learning who are not yet able to access comments or corrections meaningfully.

## In Key Stage One and Key Stage Two

As a minimum ALL work should be subject to **light touch marking** to demonstrate to pupils that their work is valued and to identify common **misconceptions** which will inform the next lesson.

### What is our definition of Light Touch Marking?

Light touch marking is defined as an indication that work has been checked through (e.g. a tick or dot on incorrect answers in mathematics) with age expected errors or misconceptions corrected, e.g. spelling & grammar errors, incorrect calculations.

To be effective light touch marking must happen systematically to avoid books or work being missed, and as soon as possible after a piece of work has been completed.

### What is our definition of a misconception?

A misconception is a response which is incorrect because it:

- Is based on either an incorrect understanding of knowledge or an assumption e.g. *polar bears and penguins live in Antarctica / the Victorians lived in 1920*.
- It shows errors in a basic skill such as incorrect spellings, missing capital letters/full stops, calculation errors or errors in methodology such as not carrying tens when using a compact addition method.

Where basic skills errors are repeated despite feedback, it is expected that teachers intervene in response through a more focussed intervention or discussion.

**See appendix 1 and 2 for examples of how to address misconceptions.**

Maths books, spelling tests, early morning work, homework, handwriting, reading journals, geography / history, science and art and design books are **only** expected to be light touch marked (as defined above).

In geography / history and science we undertake **end of unit evaluations** to allow children and teachers to review on the outcomes of the unit. End of unit evaluations will only be effective if carefully explained and discussed with children, giving them an opportunity to review the related work in their books before completing them. Marking of these should seek to clarify, challenge or consolidate through a focus question that enables a child to show more precise articulation of their new learning / knowledge. If a child has responded to a question with a green pen, this must also be checked and acknowledged by the teacher (e.g. a tick or verbal feedback should a misconception continue to be present).

## Literacy



In addition to light touch marking, we expect the following types of feedback to be used in a **responsive manner** by class teachers when reviewing pupil work in literacy and mathematics, using their professional judgement over which will impact most. It is expected that there will be opportunity for each of these types of feedback to be evidenced in books over time.

### In Key Stage One

- **Feedback which identifies and addresses concept misconceptions.** Where there is a misconception or error in content e.g. grammar structure, teachers can support this through **written feedback with a scaffold** or through indicating VF for verbal feedback given to the pupil, in both cases this requires a response from the pupils containing corrected examples.
- **Verbal feedback & visual reminders** such as circling in red pen where there needs to be capital letters for the child to go back and correct in green pen.
- **Cold and Hot Write (literacy)** is assessed in depth taking account of language choices, text organisation etc (inclusive of spelling and grammar). Within this piece of work, a personal target should be set and assessed in the hot write to evaluate progress over time.
- A **green highlighter** may be used to indicate areas where children have demonstrated the use of focus skills in writing related to success criteria. It is important that any use of highlighting is sensitive ensuring children's work is not obscured or overwhelmed.
- Where a teacher considers groups of children to be ready to adopt a form of peer and self-assessment this may be included. If used, these must be checked and acknowledged (e.g. with a tick or comment) by the teacher with any misconceptions addressed.

### In Key Stage Two

- **Comment feedback.** sometimes comments are appropriate to track visible progress e.g. *use but, and or so to connect ideas in your next piece of writing*. It is important that any comment feedback is acknowledged once the child is applying the skill independently.
- **'Close the gap' feedback to identify misconceptions.** When assessing gaps, the teacher should read the entire piece of work, highlight examples of the success criteria using a highlighter, provide a written question which should help the pupil to 'close the gap' between what they have achieved and what they could have achieved which the pupil should then respond to. Where children have met all the success criteria **a challenge / depth of learning question** should be used and pupils should respond.
- **Peer and self-assessment.** Children should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning. **This must be checked and acknowledged (e.g. with a tick or comment) by the teacher with any misconceptions addressed.**

<b>Peer / Self Assessment</b>	
Assessed by:	
How would you rate this piece of work?(poor) 1 2 3 4 5 (best)	
	What did you/they do well? (relate to your success criteria)
	What are your/their next steps to improve further?

- **Cold and Hot Write (literacy)** is depth marked (inclusive of spelling and grammar). Within this piece of work, personal target will be mentioned. Within this piece of work, a personal targets should be set and assessed in the hot write to evaluate progress over time.
- A **green highlighter** may be used to indicate areas where children have demonstrated the use of focus skills in writing related to success criteria. It is important that any use of highlighting is sensitive ensuring children's work is not obscured or overwhelmed.

### Feedback for pupils with SEND

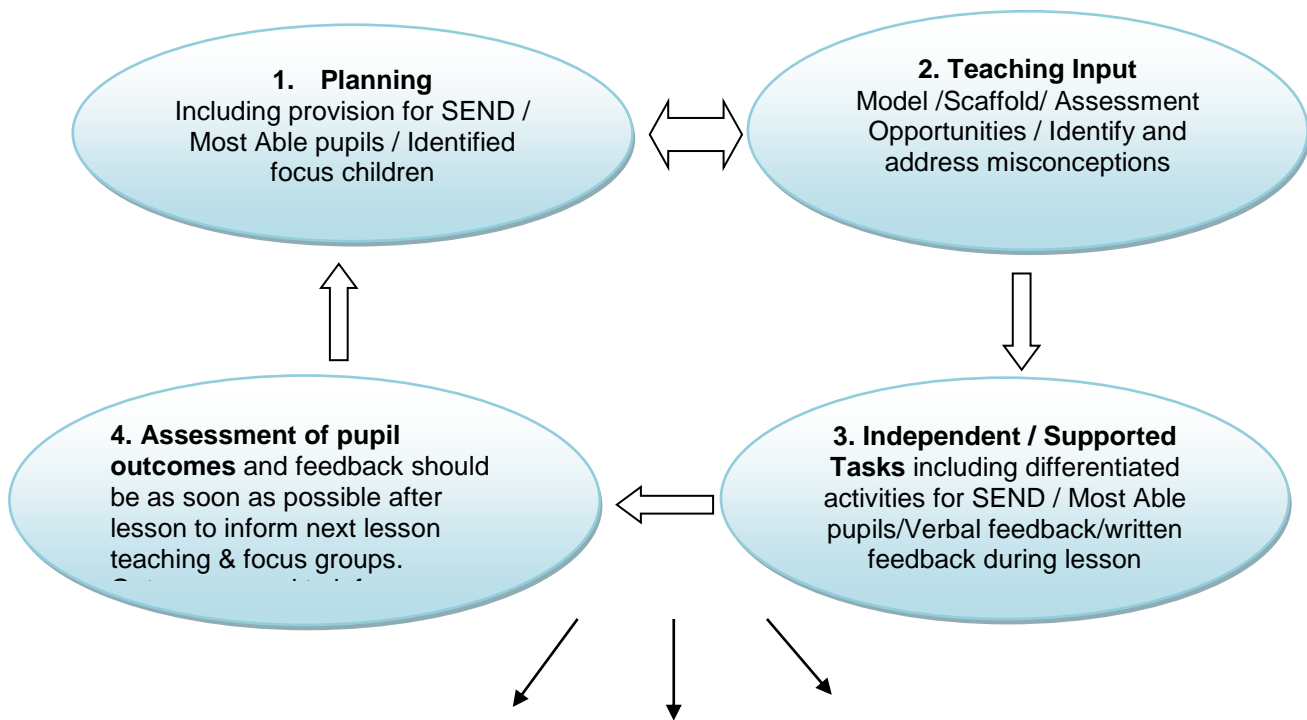
Most pupils with SEND should typically receive the same feedback as other pupils. However, teachers are expected to use their professional judgement over which types of feedback have the most impact regardless of key stage, ensuring that the choice made does not further disadvantage the child. Making some types of feedback accessible to pupils e.g. through the use of scribing or supported responses may be appropriate. Pupils with more significant needs who are supported by another adult may have direct written feedback by this adult however outcomes and are still expected to be checked by the class teacher.

### Links to other policies

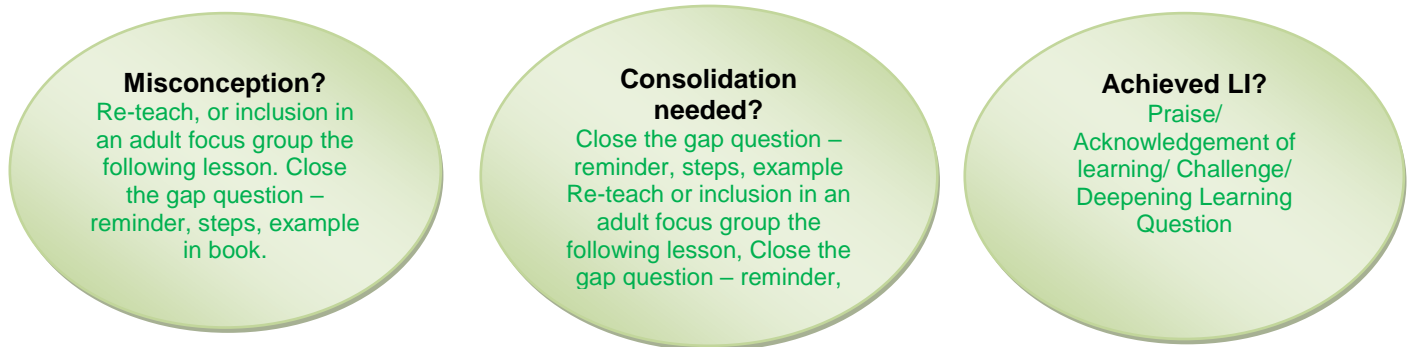
- Teaching & Learning Policy
- Assessment Policy
- Writing Policy
- Spelling Policy
- Homework Policy
- Literacy Policy
- Maths Policy
- Classroom Organisation Policy
- Home Learning Policy
- Most Able Policy
- Pupil Voice
- Presentation Policy
- Most Able Policy

# Appendix 1

## Planning, Assessment and Feedback Flow Chart



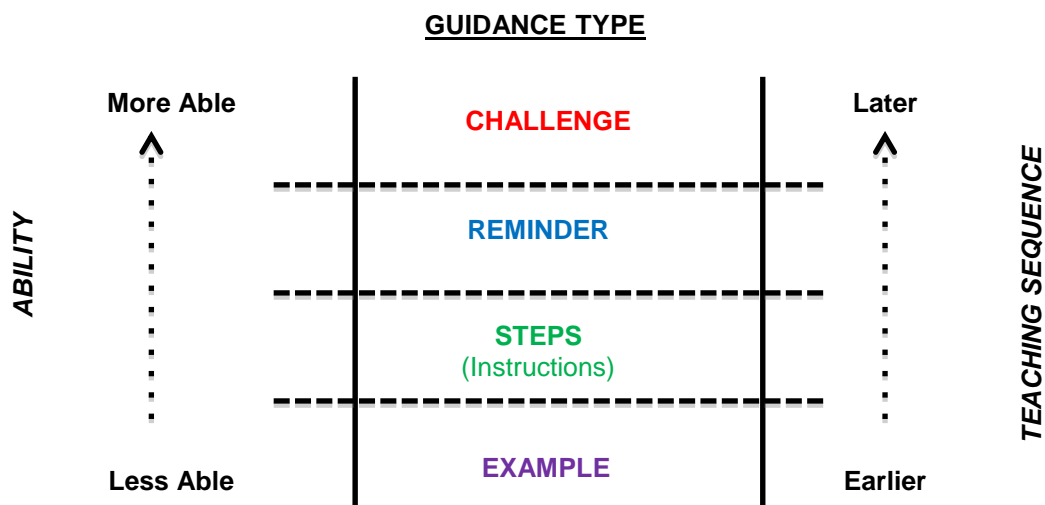
### Main Types of Feedback





## Appendix 2

### Questioning



**Challenge:** Set a challenge to help the pupil progress even further. *e.g. Now rewrite your last paragraph to include a cliff hanger, which creates suspense.* In maths this may be a problem solving / deepening learning question or asking the child to explain the strategy / using technical vocabulary.

**Reminder:** Remind the children of something that they should have done such as a missed SC step, individual focus target *e.g. Remember the introduction should state why you are writing. Now add sentences to show this.*

**Steps (Instructions):** Similar to a reminder, but in more manageable steps so it's easier to follow and achieve. *e.g. First partition your number into tens and units Then add each place value together.*

**Example:** Ask the child to improve something by providing an example *e.g. Put this sentence into your story \* to improve the description of the setting. Think about how this improves it or write a sentence with an interesting starter – cautiously, she tiptoed.....*

## Appendix 3

### Making written feedback manageable

Feedback is an essential part of personalising and accelerating pupil achievement, as well as demonstrating to pupils that we value their work. The most effective teachers use strategies to ensure that feedback is completed regularly and with maximum impact. Some or all of the following strategies are used to make this workload manageable.

- Mark work with focus groups during the lesson.
- Some lessons/activities may allow you to visit several groups of pupils during a lesson and feedback during the lesson e.g. handwriting is often best marked during the session.
- Give verbal feedback indicating VF and ask children to record their response in green pen.
- Balance 'active' teaching time with time when pupils can work with increased independence, facilitating marking time
- Plan when work which requires more intensive feedback (e.g. longer writing pieces) is delivered to ensure it does not coincide with other priorities, or other longer marking tasks on the same day.
- Don't stop until you have completed a set of books to avoid missing individual pupils.
- In mathematics, make a list of the correct answers to mark from.
- Refine time management skills and use any gaps in teaching time effectively, don't delay starting!