



# Feedback Policy

<b>Policy Date:</b>	October 2019	<b>Version:</b> Revised by Mrs H Nott (Deputy Head); supported by policy committee members; Mr D McFarland and Mr T Jones (all teaching Staff had an input in developing the Feedback policy at a staff meeting)		
<b>Policy Review Date:</b>	Autumn 2022	Mrs R Dulieu (Head teacher)	Signature	Date
<b>Ratified by Governing Body:</b>				
Name: Ms R Gill-Harrison		Signature	Date	

## **FEEDBACK AND PRESENTATION POLICY**

(This policy is to replace the previous Marking and Feedback Policy)

For more information see <https://www.gov.uk/government/publications/reducing-teacher-workload-marking-policy-review-group-report>

*Effective feedback is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments. Our starting point is that marking – providing written feedback on pupils' work – has become disproportionately valued by schools and has become unnecessarily burdensome for teachers. This is not to say that all marking should be eliminated, but that it must be proportionate. The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work. Marking is a vital element of teaching, but when it is ineffective it can be demoralising and a waste of time for teachers and pupils alike. Concerns lie around the common practice being for teachers to provide extensive written comments on every piece of work when there is actually very little evidence that this improves pupil outcomes in the long term.*

**Remember: Feedback and marking is only successful if pupils use it to improve their performance.**

There is **NO** 'one size fits all' approach. However what is needed is a core and consistent approach to the value that feedback is given and the high expectations that staff have of all pupils.

**Marking must be:**

- ☑ **Meaningful**
- ☑ **Manageable**
- ☑ **Motivating**

**The quality feedback must result in positive pupil outcomes and progress.**

It may be useful to consider what **ineffective 'deep marking'** can look like:

- ☑ Excessive **reliance** on labour intensive practices in different coloured pens (for every child for every piece of work)
- ☑ Work is set and marked to a false timetable so response to the marking is too late or cannot result in pupil making improvements.
- ☑ It can be dispiriting, demotivating and does not engender resilience for pupils and teachers
- ☑ It can be unmanageable, meaning teachers are marking late into the night.

**Meaningful:**

Feedback should vary by age group, subject and what works best for the pupil and teacher in relation to a particular piece of work. Teachers should adjust their approach as necessary and incorporate outcomes into subsequent planning and teaching to advance pupil progress and outcomes. Teachers **MUST** be clear about what they are trying to achieve and the best way to achieve it.

**CONSISTENCY** across the school is STILL IMPORTANT but this can come from consistent high standards, rather than unvarying practice. However within year groups/phases, feedback practices should be the same and should be discussed, agreed and reviewed to improve pupil outcomes.

For example:

The class teacher is to ensure that they have made the Learning intention clear and shared this with their pupils, along with a model, prompt resources or reminders to support pupils in completing the activity. During a lesson the teacher will move around the classroom, checking that pupils are responding to the task given to them. The teacher may discuss a child's errors or misconceptions, often on a 1; 1 basis, recording VF (Verbal Feedback) in the margin.

If many pupils in a lesson appear to be making similar mistakes or have common misconceptions then the teacher will stop the lesson and use a mini plenary/task check (clarify the L.O. or/and give an example of what the expectation is – drawing attention to the misconception and looking at what a good one looks like –) or carry out an evaluation to ensure that pupils can be successful with their work.

The teacher may then ask pupils to write WCVF (Whole Class Verbal Feedback) in the margin. The teacher will then give the class time to assess their own work and respond to the WCVF (time may be given to carry out an editing activity – self or peer).

If the teacher fails to get round to all the pupils in the class and feedback then they may have to look at books from the lesson, after the lesson. After reading the first few, the teacher would decide to re think the follow up lesson to respond to their findings. Feedback would then be given as the focus of the next lesson. However, if most children had achieved the outcome and only a few children needed more support, the teacher may decide on giving written feedback of more detail, where the few children could respond at the start of the next lesson.

Feedback must be focussed:

- ☐ On the learning outcome of the lesson

- ☐ Personal pupil targets – relating to non-negotiables for presentation, spelling, punctuation and letter formation / hand writing.

*Remember too much feedback is demotivating.*

### **Manageable:**

Written feedback must be proportionate to the outcomes. Teachers may decide, for example, to feedback to pupils' work in depth only at key points in the learning, in rotation by groups or they may decide to carry out the written feedback with pupils. What is important is that the pupils make progress as a result of this feedback and this can be evidenced in the pupils' books.

(There is no point in writing an extended comment on a child's work who is unable to read it. The feedback given should be evident in subsequent work.)

Feedback can take the form of spoken feedback, written marking, peer and self-assessment and it may be more appropriate and successful for certain year groups. If you are using a form of written feedback which does not improve outcomes, **STOP IT.**

### **Motivating:**

Use a variety of comments:

- ☐ Positive and praising if appropriate

- ☐ Short, challenging comments

- ☐ Short, challenging oral feedback

- ☐ Model an example for the pupil to use in their response

Don't write so much that it is difficult for the pupil to pick out the focus of the improvement needed.

Don't do the work for the pupils; they won't bother next time either if you do it for them.

Feedback/marking is also about acknowledging the work, achievement, effort and to celebrate progress.

Find a quick easy way to do this: stickers, smiles etc.

Do not accept work that does not come up to the acceptable standard. Give it back to be re-done before marking, if you know that it is not the pupil's best work or that it has not been checked. DO NOT do this part of the pupil's task for them!

## WHEN DO WE GIVE FEEDBACK?

The timing of feedback alters as the child progresses through the school.

In the Foundation and Key Stage 1 every effort is made to feedback and discuss work as soon as it is completed. Interactive verbal feedback is given to children throughout the lesson.

Written feedback may be provided at the end of a piece of work, and on occasions, during the lesson alongside the child.

In Years 3 – 6 we aim to feedback to pupils in the moment, within the lesson. On occasions previous pieces of work will be improved or worked on at the start of the next lesson, before another piece is started, so that feedback can be acted upon. Feedback on aspects of a child's work are discussed with him or her when completing the task during the lesson. The results of tests and any other feedback are given to pupils as soon as possible.

Extended writing is marked diagnostically in detail addressing the objective of the lesson and connected to the band in which they are working using the agreed statement grids.

Maths is marked with the children and methods discussed where appropriate.

Other subjects are given feedback to show acknowledgement and appreciation of child's effort. Stickers and stamps can be used if appropriate to the work. Brief comments may be made that refer to the objective.

Mini-plenaries should be used to give immediate feedback through pupil/teacher interaction/discussion. Teachers should be addressing misconception throughout the lesson in this way.

## HOW DO WE GIVE FEEDBACK?

Pupils must know what a successful outcome of the lesson through the learning objective and success criteria. The teacher must adhere to this when feeding back on the piece of work set. We actively encourage self and peer assessment of pupils' work. This takes the form of editing in writing.

The following guidelines must be noted when feeding back and assessing writing however.

Writing would not be independent if it has been:

"edited as a result of direct intervention by a teacher or other adult, for example where the pupil has been directed to change specific words for greater impact, or where incorrect or omitted punctuation has been indicated." (*2017 teacher assessment, STA*)

For example:

- If a teacher marked 'sp' or 'punc' or 'g' in the margin on the line where there is an error, then any change that a child then makes would **not** be independent.
- If a teacher marked a child's work and then wrote, "check your use of semi-colons," then any change the child makes to semi-colons would not be independent.

This does not mean that teachers should not mark children's work as that is a key learning strategy, but additional care will be needed when forming teacher assessment judgements because not all of a child's writing will be independent.

It will be very useful to encourage children to edit their writing before handing their work in – clear success criteria will support this process.

**Writing is likely to be independent if:**

- It emerges from a quality text, topic, visit, or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about.
- It enables pupils to apply their learning independently, possibly with an element of choice, for example writing from the perspective of a chosen character. • It has been independently edited and / or redrafted by the pupil. This may be in response to self, peer, or group evaluation.
- It is produced by pupils who have independently drawn on classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites for support or ideas.
- It is informed by clear learning objectives and limited success criteria which are not over detailed and do not over-aid pupils.

**Writing is not independent if it has been:**

- modelled or heavily scaffolded
- copied or paraphrased
- supported by success criteria that are over-detailed and over-aids pupils
- edited as a result of direct intervention by a teacher or other adult, for example where the pupil has been directed to change specific words for greater impact, or where incorrect or omitted punctuation has been indicated
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text (*2017 teacher assessment, STA*)

Written comments are an important addition to the assessment of work, however they are not necessary on every piece of work but will be used consistently throughout each book.

Comments should be positive and diagnostic which reflect the progress made by the child towards the learning objective and any individual focus set. They should indicate areas to be developed and strategies the child can use to move towards achieving the specified criteria. Cross-curricular opportunities are used to address targets from other subjects. Opportunities may also be provided for group marking.

We believe it is important that teachers recognise and reward the effort a pupil has made. This can be done in ways that are appropriate to a pupil's transition through school, and are personal to individual learning styles.

We believe that all teachers adhere to the principles of being fair and consistent to the individual pupil by acknowledging effort and attainment by identifying standards that are acceptable and by indicating how to improve these standards. Expectations must be high, teachers should foster 'a can do' attitude and positive mind-set for all pupils.

All teachers will adopt the principles of good practice laid down in this Feedback and Presentation Policy.

The following codes are often used to support assessment and improvements:

**I:** Pupil has had no support after initial teaching

**T:** Pupil has had teacher support after initial teaching

**TA:** Pupil has had TA support after initial teaching

**Arrow icon:** Moves the Learning on – allows the pupil to have another attempt at getting it right.

**Steps to Success check list**

**Writing grid check lists for final drafts**

## **Next Steps**

Pupils are aware of their next steps, either through feedback, through record sheets or through dialogue on a 1:1 basis with their teacher as relevant to age and subject.

It is essential that letter formation is always corrected and practised where appropriate, in EYFS and KS1. Spelling should be addressed, the teacher will select a few key misspelt words and encourage the pupil to write them out correctly. In KS2 it may be appropriate for the teacher to highlight (in pink) misspelt words and then give pupils time to respond by finding the correct spelling and correcting it in their writing. In EYFS & KS1 they may use the key words that are on display around the classroom or on word mats on tables, to encourage pupils to self-check their work, pupils may also be encouraged to go and find the correct spelling and then copy it, changing the misspelt to the correct spelling.

In KS2 time should be built into the daily routine for children to respond to comments made on a piece of work. For example, in extended writing activities a teacher may give a task and draw a response arrow, to which the child should respond.

## **SELF ASSESSMENT and PEER ASSESSMENT**

As part of the school's Assessment for Learning approach and the effective use of success criteria, pupils are encouraged from an early stage (F2) to assess their own or the work of their peers against defined success criteria. This process is used not only to support and develop the other pupil but to support or develop the pupil doing the assessment process. **Pupils are encouraged to give verbal positive comments about the success criteria achieved and one area for improvement. Young children should be supported in their peer and self- assessment.**

All children work in partnership to edit and redraft pieces of extended writing. They are encouraged to check their work for the taught grammatical features necessary for working at the expected standard. If work is used for assessment purposes, the teacher should not give specific guidance for the child to improve their work.

## **PRESENTATION**

All pupils are encouraged to take pride in their work and to present it as well as they are able.

Unless consisting of personal or rough notes, all work is expected to be presented in a clear, legible hand, in a writing style commensurate with the pupil's age and stage of development and consistent with the 'Nelson Handwriting Scheme' which is the adopted school style.

All pieces of work in writing are dated and the Learning Objective or title should be written in or stuck at the top of the piece of work. If work is just given a title, then the pupils should be aware of the objective and the steps to success that they should achieve throughout the lesson in order to achieve this objective. This will be communicated clearly as part of the teaching and dialogue in the lesson and evidenced in the lesson plan.

All forms of the date are taught and used; as deemed appropriate to the piece of work, context or the age/ability of the child.

All underlining should be done in pencil, using a ruler.

Diagrams should be labelled using a pencil and a ruler.

Coloured pencils, not felt-tipped pens, are used in exercise books.

Pupils using pencil may rub out.

Pupils writing in ink should put a single line neatly through the mistake. Extensive crossing out is discouraged.

Pupils in Y3-6 will edit their work in a green pencil or pen. When peer editing, pupils will use a purple pen.

## Expectations of Feedback

Every single piece of work will have received some form of feedback; in the form of self-edit or a self-mark by the pupil (after WCVF), VF from the teacher/teaching assistant, peer marking, Pink highlighter for next steps – errors to address or Green highlighter to demonstrate that the LO or success criteria has been.

- VF written in the margin by the teacher or the pupil (Verbal Feedback - Individual or small group)
- WCVF written in the margin by the pupil (Whole Class Verbal Feedback)
- → (drawn arrow icon) **Feed forward feedback** + a written comment which expects the pupil to respond – with the pupils responses – and these responses will then be marked by the teacher
- Green pen – Child self-edit/mark
- Purple pen – Peer edit
- Black pen – Teacher written feedback / comments
- Use of a Pink highlighter – shows that there is a correction needed / errors to be addressed
- Use of a Green highlighter **may** be used to highlight where a child has met the LO/success criteria