

## Feedback Policy

Policy Tracker – Responsibility for monitoring this policy:			
Headteacher			
Date	Reviewed By:	Role	Date Approved by the Governing Board
Autumn 2021	K Daley J Griffiths K Carver R Churchman G Godfrey	HT DHT AHT AHT AHT	Autumn 2021

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## Introduction

At Priory Primary School, we recognise feedback as an integral and important part of the teaching and learning cycle. High-quality feedback can lead to an average of 6 months additional months' progress over the course of a year. Feedback can take a range of different forms, including written feedback in the form of marking, oral feedback and peer feedback, while a teacher may also choose to vary the frequency, timing, focus and tone (Education Endowment Foundation, Feedback, 2018).

Our aim is to create a culture of rich and effective feedback between teachers and pupils, in order to support great learning, using approaches which research and evidence suggest are the most useful and thus maximising the effectiveness of its use in our practice.

Our Policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. We also recognise the significant demand that written feedback can take and therefore seek to make the most effective use of teacher and support staff time. In order to do this, we are mindful of the findings of the Independent Teacher Workload Review Group, March 2016.

## Principles

Effective feedback should:

- Redirect or refocus either the teacher's or the pupil'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 pupils 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;
- Take place at the earliest opportunity to have the greatest impact on learning: feedback delivered in lessons is more effective than comments provided at a later date;
- Be given where there is time and opportunity for pupils to respond to the feedback they have received;
- Look different in different year groups across the school and be 'age-appropriate';
- Written feedback should be meaningful, manageable and motivating.

## Types of Feedback

Effective feedback takes place as close to the point of teaching and learning as possible. It is vital that teachers evaluate the work that pupils undertake in lessons and use information obtained from this to adjust their teaching. The timing of feedback can be categorised into the following three stages:

- **Immediate feedback** – takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.
- **Summary feedback** – which may take place at the end of a lesson or shortly after, often as part of a plenary, for example. It may involve some form of self or peer assessment.

- **Review feedback** – takes place away from the lesson and provides feedback to the teacher about how well children have understood concepts or applied the skill. This, in turn, informs planning for future learning opportunities, which may include written comments or the use of annotations to focus on the next steps for individuals or groups. (**Appendix 1: What does feedback look like?**)

## Feedback

The sole focus of feedback should be to further pupils' learning and therefore needs to facilitate a responsive action from pupils. Teachers evaluate the work that pupils undertake in all lessons and use information obtained from this to allow them to adjust their teaching. Wherever possible, we emphasise the importance of verbal feedback within the lesson, as we know this is the most powerful feedback for our pupils. This process is then supported by our '*Feedback Sheets*' (**Appendix 2: Feedback Sheet**). Teachers gather information about how all pupils are doing throughout each lesson and this is recorded on a single feedback sheet. These are then used to inform Personalised Learning Time (PLT) sessions.

All pupils should feel that their work is valued and celebrated by their teacher and other adults that they work with. Although this policy aims to reduce the amount of written comments made, we still expect that teachers spend time reading pupil's work carefully, in order to understand each pupil's needs to inform future teaching (this is recorded on the '*Feedback Sheet*'). During PLT, teachers use their feedback sheets to comment on work, this includes celebrating successes as well as misconceptions/errors.

In each subject area, every pupil should have an even balance of the following:

- Acknowledged work with whole class feedback provided;
- Adult marked work;
- Self-assessed/improved work;
- Peer assessed/improved work.

This will vary according to stage of learning that the pupils are at and what they are learning. The expectation is, that **over the course of a term, pupils will benefit from a balance of all four styles.**

## Written Feedback

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes (**Appendix 3: The Minimal Marking Triangle**). Written marking by adults should take the following forms, as appropriate to the learning:

- Marking is related directly to the learning question/success criteria;
- Teachers and support staff are expected to use green coloured pen and model Kinetic Letter handwriting when marking pupil work. PPA and supply teachers mark in black;
- Teaching Assistants, working with groups, can mark work under direction of the class teacher;
- Pupils are expected to edit and correct using a purple coloured 'Polishing Pen';
- The use of green pen/highlighter is used to promote positive aspects;
- Codes are used to highlight errors/mistakes;
- **Careless mistakes** should be marked differently to **errors** resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to

underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer. The core feedback codes are set out in **Appendix 4: Marking Codes**;

- At the end of written feedback, a next step can be given. This could be:
  - An open question, specifically related to the learning, enabling pupils to think about next steps;
  - A correct example given by teacher, followed by an example(s) that the pupil completes;
  - A request to do some corrections (with evidence that the pupil has attempted these).

## Self-Assessment/Peer-Assessment/Improvement

In line with developing growth mindsets, we need to embed a culture of review and improving work, frequently. Self-assessment/improvement happens when pupils are asked to reflect on their own work. Pupils are encouraged to think about their understanding throughout their lessons and show their developing understanding through Assessment for Learning (AfL) strategies such as thumbs up, help needed cards, whiteboards etc).

Planned time should be given to self and peer-assess (e.g. after a mini-plenary, before a plenary or at the beginning of a lesson or after some detailed marking has taken place). There will also be evidence of pupils improving their work after verbal feedback has been given. To help evidence where this has taken place, pupils should use their purple 'Polishing Pen'.

Pupils need to be trained in how to peer and self-assess meaningfully, in order that this time spent in lessons is beneficial to learning. Teachers must be conscious of 'checking' the quality of peer and self-improvements made by pupils.

## PLT sessions

PLT sessions focus on developing key skills in English and Maths. Examples may include arithmetic in Maths and handwriting in English.

Feedback sheets are used to identify pupils who may need further support in order to achieve the desired objective. Teachers will have looked at pupils' work soon after the lesson and identified strengths and misconceptions. Where pupils have done particularly well or there is a misconception it will be used as a teaching point.

PLT sessions take the form of a focussed intervention directed at a specific skill, undertaken by teachers or teaching assistants. Teachers deliver either whole class teaching, small group or 1-1 intervention depending on the misconception identified in the lesson and the amount of pupils requiring the support. As part of PLT, direct teaching is followed up with tasks. This enables pupils to reflect on learning, broaden their understanding or apply their knowledge.

PLT is most effective when misconceptions are identified and addressed in the same day, enabling pupils to have secured their understanding prior to their next lesson. Where misconceptions are deeply entrenched, the teacher may need to use a high level of direct modelling to overcome these.

## Feedback in Early Years Foundation Stage (EYFS)

In the EYFS, marking and feedback strategies include:

- Verbal feedback
- Pupil's voice
- The use of praise, stickers and stamps to recognize success

### **Verbal Feedback**

In line with the nature of the curriculum, much of the feedback provided in the EYFS is given instantaneously. During adult-focus sessions and child-initiated play, practitioners will encourage the children to reflect on their choices and their use of different strategies. Verbal feedback will also provide praise, help to address misunderstandings, and extend learning.

### **Written Feedback**

Written feedback is used in the later half of reception when the adult-focus sessions become longer and the curriculum becomes more structured, in preparation for year 1. This will be in line with the rest of the school.

### **Pupil Voice**

EYFS staff use effective questioning and discussion to encourage pupil voice. Staff listen carefully to the information that pupil's share. Pupil voice is recorded in purple pen.

### **Praise, Stickers and Stamps**

Praise, stickers and stamps are given for positive reinforcement of a pupil's learning and achievements.

### **Monitoring**

Feedback will be monitored by the Senior Leadership Team and Phase Leaders through pupil books, planning, professional discussions between teachers and leaders, lesson observations/learning walks.

## ***Appendix 1***

## What does feedback look like?

Type	What it looks like	Evidence
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Teachers gathering information from feedback at point of teaching e.g. verbal responses, mini-whiteboards, thumbs up/middle/down, book work</li> <li>• Can be delivered to individuals, groups or the whole class</li> <li>• Often given verbally</li> <li>• May be given by teaching assistants, other adults or peers.</li> <li>• May involve further support, challenge or a change of task.</li> <li>• May re-direct the focus of teaching or the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Learning walks</li> <li>• Improvements in books through editing or further working</li> <li>• Pupil Voice</li> <li>• Planning</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of the lesson or activity</li> <li>• Often involves multiple children, groups or whole class</li> <li>• Provides an opportunity for evaluation of learning</li> <li>• Could be peer or self-assessment</li> <li>• May involve strategies such as 'exit' questions.</li> <li>• May guide a teacher's further use of distance feedback, focusing on areas of need or particular interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Learning walks</li> <li>• Improvements in books through editing or further working</li> <li>• Pupil Voice</li> <li>• Planning</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place away from point of teaching</li> <li>• May involve written comments for pupils to read or respond to</li> <li>• Provides opportunities for assessment of understanding</li> <li>• May redirect focus of future lessons and/or targets being set</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptations to future lessons</li> <li>• Written comments and appropriate actions taken</li> </ul>

## Feedback Sheet - English

	Not achieved
	Partially achieved
	Achieved

Date.....

Focus.....

Pupil	M	T	W	Th	F	Misconceptions
						Next steps in Learning
						Good examples to share
						Spelling/Grammar/Vocabulary

## Feedback Sheet - Maths

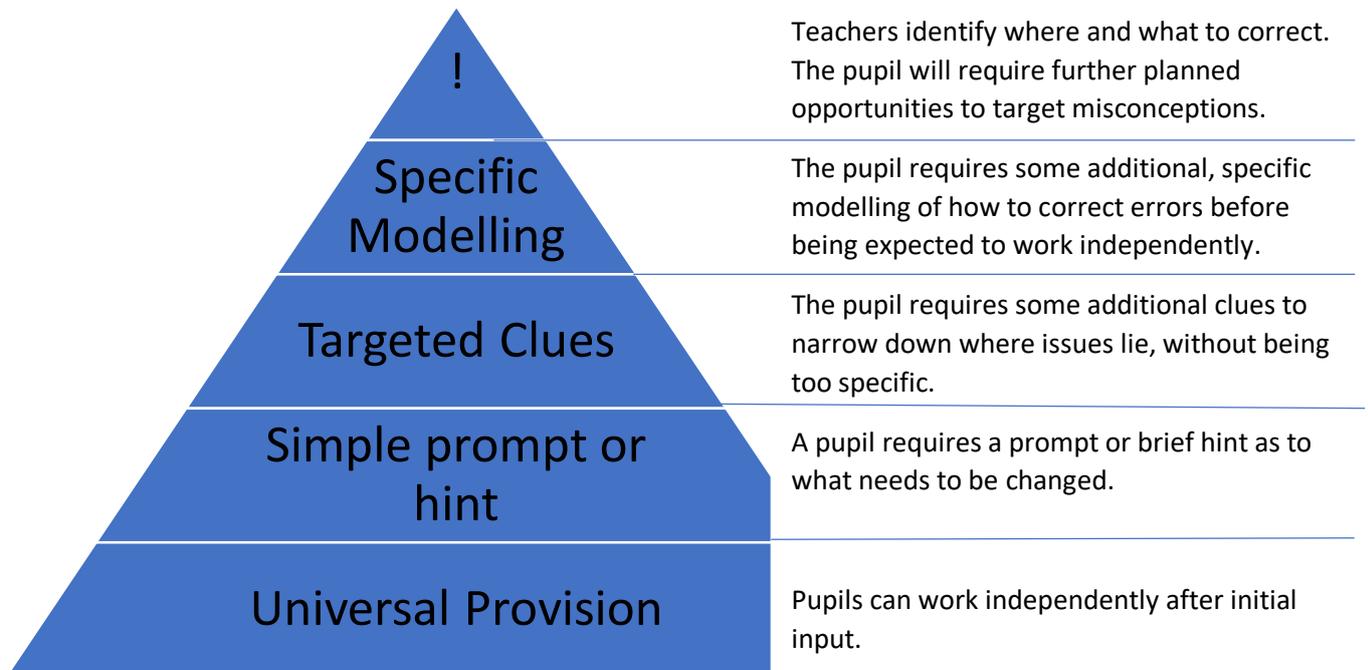
	Not achieved
	Partially achieved
	Achieved

Date.....

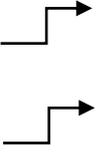
Focus.....

Pupil	M	T	W	Th	F	
						Misconceptions
						Next steps in Learning
						Good examples to share
						Concrete/Pictorial/Abstract

## The Minimal Marking Triangle



## Written Feedback Codes

✓	<b>Correct answer in maths</b>
▪	<b>Incorrect answer in maths</b>
▪ ✓	<b>A corrected answer in maths that was initially incorrect</b>
sp	<b>Incorrect spelling.</b> This will be used selectively when <b>marking</b> work, focussing on spelling patterns which should either have been secured already, or represent a pupil's next step in spelling development. In KS1, this may be accompanied by the correct spelling and pupils may be asked to write out the correct spelling underneath the piece of work. In KS2, this may be used in the margin with pupils being expected to find the error and correct spelling using a dictionary, word mat
  Capital letters	<b>The Next Step</b> indicates what further action needs to be taken to consolidate or develop the pupil's understanding. When marking written work, symbols linked to 'The Write Stuff' can be added to exemplify the next step clearly to pupils (see example).
PA (name) SA	<b>PA (name)</b> indicates the piece of work has been peer assessed/improved by (name) <b>SA</b> indicates the piece of work has been self-assessed/improved.
//	<b>New line or paragraph</b> needed here. In KS2, this may be identified explicitly or used in the margin with pupils being expected to find the appropriate location (with support where necessary).
^	<b>Missing word(s) or letter(s).</b> In KS2, this may be identified explicitly or used in the margin with pupils being expected to find the appropriate missing word(s) (with support where necessary).
p/g	<b>Punctuation/grammar error.</b> This will be used selectively when marking work, focussing on punctuation/grammar which should either have been secured already, or represent a pupil's next step in their development. In both KS1 and KS2, this may be accompanied by the correct punctuation/grammar or the pupil will be expected to find the error and make the necessary correction themselves (with support where necessary).
	(A wavy line) <b>Word use</b> Can be used for incorrect word or a word that needs improving.  Eg: In the distance, Fred could just make out a big ship. <div style="text-align: right;">  </div>
	The use of green pen/highlighter is used to promote positive aspects within a piece of work linked to the learning that session