

FEEDBACK POLICY



Mission Statement: To love, to learn with God in our hearts

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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:

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

Appropriate feedback will be given for all pieces of work. This may take the form of: written marking by the teacher; self-editing; peer-editing; verbal feedback; re-teaching of concepts as part of a teacher focus group.

What is feedback?

Immediate

- Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. Teacher will be identifying misconceptions, stopping the class if necessary, encouraging children to revisit their work using their feedforward pen.
- Children self-evaluating could be included in the form of raising hands or thumbs up/ down to show that they are not fully confident with the LI and the teacher responding to this with extra support. In written work, the teacher should be asking children to stop and read their work to their partner/the class/aloud to themselves and making and edits in their feed forward pen. This is an opportunity to go back to the success criteria.
- Takes place in lessons with individuals or small groups
- Often given verbally to pupils for immediate action
- May involve use of a teaching assistant to provide support of further challenge
- May re-direct the focus of teaching or the task
- Teacher and TA should identify individual misconceptions where possible (if working with a group or moving around the class), and children correct using their editing pen.
- Spelling or letter / number formation modelled in the lesson.
- In Maths, the teacher can stop the class/ a group and get children to mark calculations with their feedforward pen.
- In Topic/ RE misconceptions could be identified during the lesson and edited with feed forward pen if needed.

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
- Children should self-assess against the LI using the triangle system
- May take form of self or peer- assessment against an agreed set of criteria
- May guide a teacher's further use of review feedback, focusing on areas of need

Feedforward:

- At the end of each lesson, the teacher will look at each child's learning individually.
- For writing in particular, often a large part of the following 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 proof reading and editing their work.
- Work produced is analysed daily and errors and misconceptions addressed in subsequent lessons
- Where there is a common misconception, this can be addressed in whole class teaching the following lesson, and should be revisited and edited.
- Where there are a small number of children with the same issue/misconception then teacher or TA can work with them at the start of the next lesson to revisit.

What does this look like in the children's books?

'Green is Great, Pink to Think' Marking:

- Use highlighters to highlight successful aspects of the work using **green for great**, with annotations, if needed, to show why these aspects are 'great'. Green should be used sparingly so it is meaningful.
- Use highlighters to highlight an area for development using **pink to think**, again with annotations, if needed, at a level appropriate so that children can return to the piece of work and make improvements.
- There should frequently be elements of pink on written marking to enable children to progress in their learning.
- For children to respond to their **pink to think** comments it is essential that they return to the work the same or the following day or in the same lesson and are given adequate time to make improvements.
- For younger or less able children, support may be given by the teacher or a teaching assistant while the pink to think comments are responded to.

Learning intention:

Every lesson must have a learning intention which the children are working towards meeting. Success criteria should be clear to enable children to meet the LI.

To ensure that learning and marking are focussed, the Learning Intention should be written or stuck into books and these are marked by teachers in the following way – a full triangle to show the objective has been achieved, two sides of a triangle to show that they need more practise and one side of a triangle to show limited/ no understanding. Children should self-evaluate against the learning objective by drawing their own triangle with their feedforward pen.

Presentation:

In all subject books, we expect high levels of presentation. Where a child forms a letter/ numeral incorrectly, the teacher should model correct formation three times

and the child should correctly form the letter/ numeral five times (five short marks will be drawn on the line for children to practise).

Spelling:

Spelling is corrected where necessary. An incorrect spelling will be underlined in pink highlighter.

In Year 1 – 3, the correct spelling should be written under the child's work and the child should copy the word three times in feedforward pen.

In Year 4 – 6, the child should find the correct spelling in the dictionary and correct the word in their own work.

In RE, Topic and Science books, subject-specific vocabulary will be corrected and will be displayed in the classroom. In all subjects we correct high frequency spellings that the child should know/ is learning. When a child spells ambitious vocabulary incorrectly, the teacher will decide whether the spelling needs correcting. Where children use a phonetically plausible spelling for an unknown word, we do not correct the word (unless it has been previously taught).

Who marks work?

The ultimate responsibility for marking the work will always lie with the class teacher. However, in practise, the person who teaches the lesson should ensure that the books for that lesson are marked. This means that PPA / supply teachers and student teachers will need to mark work produced in lessons they deliver. Teaching Assistants are encouraged to mark the work of the group they support. Depending on the nature of the work and the detail of marking required this may need to be done alongside the teacher. Teaching Assistants should mark in green.

As children progress through the school they will become more effective at self-marking and marking with a partner (peer assessment). This should be encouraged as it supports children to self-correct their work independently. Children should always be given clear success criteria to focus their marking. This can be given by the teacher or written in conjunction with the children. Peer assessment should be carried out using feedforward pens.

Other points for marking:

- All work must be dated. If the child cannot or has not done this, teachers need to do it while marking.
- Marking should be initialled when it is not done by the class teacher.
- Marking by the teacher should be done in red pen.
- Marking should model good presentation for the children – joined handwriting, correct punctuation and so on.
- Work should be annotated with: TA for work supported by a teaching assistant and T for work supported by the teacher. This is particularly important when children need support to complete their activity as it clearly shows they could not complete the task by themselves.
- Work should be annotated with: GW for group or partner work; VF for verbal feedback; a child's initial in a different coloured pencil where peer editing has taken place.



Marking Guidelines

'Green is great - Pink to think'

Green highlighters are used to show the children the things that they have done well. This should be related to the Learning Intention and their targets.

Pink highlighters are used to make the children aware of things they need to work on/ corrections they need to make. These should be related to the learning intention and their targets.

Some pieces of work will be followed by a written comment. If the comment has a pink highlighted mark next to it, the child will need to make improvements/ corrections or practise a spelling/ letter formation. If the comment has a green highlighted mark next to it, the child will have been given an extension question.

When marking always remember that children will make progress with high quality feedback that shows them where they made a mistake and gives them the opportunity to rectify it. They need to be given the chance to extend their thinking and to understand what the next steps are.