



**Gnosall St Lawrence CE Primary Academy**  
**Part of the West Stafford Multi-Academy Trust**

## **Feedback Policy**

**Do Less, But Better.**

## Key Principles

The policy deliberately starts from some key evidence drawn from the Education Endowment Foundation (EEF) toolkit summary of research into feedback.

Our policy is underpinned by the evidence of best practice from the EEF and other expert organisations. The EEF 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*
- *Provide specific guidance on how to improve and not just tell students when they are wrong*

It's notable that none of this requires written marking. Therefore, upon this evidence is built our outline of the key principles that underpin the policy:

- *The sole focus of feedback and marking should be to further children's learning (progress)*
- *The audience for feedback is only children! Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification. We are not prepared to mark the children's work for someone else, if it is not going to benefit the child themselves.*
- *Written comments should only be used where they are accessible to students according to age and ability;*
- *Feedback should be **meaningful** to the child;*
- *Feedback should highlight areas for development / improvement / correction thereby enabling the child to identify clear 'next steps' providing **motivation** for learning;*
- *Feedback should inform future planning of lessons;*
- *Feedback should enable the teacher to record progress related to learning objectives;*
- *Feedback should be **manageable** for both the child and the teacher. In accordance with the Workload Challenge, we want to have teachers that have a good work life balance and not to be too tired to teach due to excessive marking. Feedback must be manageable for teachers. We want our teachers to feel fresh in order to be able to deliver lessons that enable the children in our school to make good progress in their lessons;*
- *Feedback is provided both to teachers and pupils as part of a continual assessment process in the classroom, and takes many forms other than written comments;*
- *Feedback is part of the school's wide assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress. It is recognised that it is the feedback that a teacher gathers as a lesson progresses, where real immediate action can be taken that can have immediate impact;*
- *All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.*

## Feedback in Practice

Building on the work of the Assessment Commission, we have set out how feedback is given in three ways (in order of decreasing importance):

1. **Immediate** feedback - at the point of teaching. **Immediate feedback** will be given to children during the lesson where possible. Verbal feedback may be individual, group based, or to the whole class.
2. **Summary** feedback - at the end of a lesson/task. '**Light touch/Summary**' marking will refer to the learning objective either by a tick or a highlight. Written feedback may be given when necessary but must be short and challenging.
3. **Review** feedback - away from the point of teaching (including written comments). '**Deep/Review marking**' may occur at the end of a unit of work and will provide more detailed feedback for assessment purposes. This includes marking of skills and concepts taught elsewhere, for example high frequency words, spellings, punctuation, handwriting, layout etc. Children should be given time to read and respond to the written marking, in order that the feedback provided has maximum impact on learning.

Written marking should be an approach of last resort. Often other methods are more appropriate, whether that be individual pointers in the lesson, follow-up tasks, or lesson adaptation based on reviews of work.

The most valuable feedback that comes from marking a book occurs in the first few seconds of looking at it. Teachers can make a lot of more use of that quick feedback than children ever will of written comments.

Consequently, our policy deliberately aims to give teachers the room to use the most effective forms of feedback, without insisting on the demands of written marking where it is unnecessary.

## Evidence

Type	What it looks like	Evidence (for observers)
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting/annotations according to the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of annotations or use of marking code/highlighting</li> <li>• Improvements evident in books, either through editing or further working</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self- or peer- assessment against an agreed set of criteria</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Timetabled pre- and post-teaching based on assessment</li> <li>• Some evidence of self- and peer-assessment</li> <li>• May be reflected in selected focus review feedback (marking)</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/annotations for pupils to read / respond to</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils' future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Written comments and appropriate responses/action</li> <li>• Adaptations to teaching sequences tasks when compared to planning</li> <li>• Use of annotations to indicate future groupings</li> </ul>

Learning Objectives will be derived directly from the KPIs (Key Performance Indicators) and will be placed in books using the school pro forma on page 12 and will be annotated using the agreed marking codes on page 8.

Success criteria will also be included in this pro forma and displayed on working walls/interactive screens to aid longer pieces of work or specific lessons. Again, these can be annotated using pink or green ink to indicate to what extent they have been used in order to meet the Learning Objectives. Children will be given the opportunity to self-assess against these Success Criteria.

Teachers will also ensure that self and peer assessment is used.

Monitoring of the amount and types of feedback will be made by the Senior Leadership Team (SLT) in regular book trawls. When carrying out work scrutinies, staff will focus on the following:

- Progress will be the first thing SLT look for, regardless of how marking or feedback is recorded in books;
- SLT will trust how staff feedback to the children;
- SLT will trust that staff adjust lessons accordingly to meet children's needs;
- SLT will trust that staff push and support children as appropriate;
- SLT won't expect to see particular feedback in books as they will trust that staff spend time in class telling children what they have done well and how they can improve further. Staff do not need to prove this;
- SLT do not need to see photographic evidence of practical lessons and understand that some lessons will not be evidenced in books because they did not happen in books;
- SLT will expect to see progress in books;
- SLT will only intervene if progress is poor and will then put in place expectations for marking;
- If progress is present, staff must be hardworking and caring teachers who deserve praise.

## Teachers Talk

Research shows that this is the most effective way of a teacher telling pupils how to improve. We believe that creating an ethos where children speak freely about their learning allows them to articulate their self-evaluation as well as more accurately informing teachers of strengths and weaknesses. Teachers need to carefully plan so that time is built into the lesson to allow this to happen. The language of the classroom gives a strong message to children about their achievements and the use of positive language from the teacher.

For instance

- \_ 'When you find something challenging it is an opportunity to learn something new'
- \_ 'This is how we learn. If something is easy it means we already know how to do it so there is no learning happening.'

Rather than

- \_ "I know you are having difficulty with this'

## Written comments

The feedback needs to be directly related to the learning objective for the lesson or, where appropriate in other lessons e.g. spelling patterns, handwriting joins.

**ACKNOWLEDGED** - This applies to all work. This may include the use of stampers, brief comments, ticks, use of highlighters to show correct and incorrect answers or verbal feedback and what it was regarding. Verbal feedback can be annotated on teachers' planning and the use of the code **VF** in books.

**FUNCTIONAL - “GO BACK AND DO”** - Feedback will address corrections and misconceptions directing children to complete a specific task. Green underlining will indicate this to the child. This may be done during or after the lesson, but generally is done in the lesson when a teacher is working with a child or a group of children. This can take the form of oral or written feedback and is given during learning time in the presence of the child and can be recorded in different ways. Where children have achieved the LO, this comment may ask them to consider the breadth and depth of their work, both subsequent and annotated. This should be ticked purple when the child has completed the task set.

**HIGH IMPACT - “TARGET TO WORK TOWARDS”** - This is a more thorough form of feedback which clearly indicates to the child where they have been successful and ensures that pupils know what to do to improve. It takes place away from the children and gives opportunity for further analysis and reflection on children' progress in learning. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

When distance marking for high impact, the following should be taken into consideration:

- Can the children read and understand the comments or have the comments been explained?
- Are comments spelt correctly?
- Has the school handwriting policy been followed when writing comments?

Staff will record their findings of children's progress towards the KPIs (Key Progress Indicators) on the pro formas at the end of this policy. Strengths will be recorded as 'Progress towards the KPI', detailing where this is evident in the children's independent work. Any concerns are to be recorded in 'Cause for Concern' or 'Misconceptions'. It is these children whose work will receive more detailed written or verbal feedback in more.

Strengths may be highlighted/underlined in pink ink and aspects for development as targets may be highlighted/underlined in green ink. The green comment should detail a next step to be worked on over a period of time (and may include some functional aspects). They will be presented using agreed age appropriate coding (FS/KS1 may use stampers). There should be evidence in further pieces of work that this next step is being addressed. Comments will then link back to earlier work.

## **The 'Five---Step' Marking Process**

1. Indicate success;
2. Indicate improvement/next steps;
3. Give an improvement suggestion;
4. Provide time for the child to reflect on and respond to the marking by making the improvement.
5. Check the child's improvement

### **1. Indicate success**

The teacher will take an overview of all children's work (in relation to the related KPI) and will primarily indicate success via the Learning Objective and Success Criteria, indicating which elements they feel the child has achieved in that particular piece of work, as detailed above.

Some words, phrases or paragraphs may be highlighted in pink ink, but this will not always be the case.

## **2. Indicate improvement/next steps**

The teacher may use a green pen/highlighter to indicate precisely where in the work the improvement could be made related to the LO/Success Criteria. This improvement will be either

- Correction
- Even better if;
- Next step

## **3. Give an improvement suggestion.**

The teacher makes a suggestion to help the child make the required improvement. There are three ways this can be done and the teacher should choose which one is most relevant to each child and the particular piece of work being marked:

- **Reminder:** Remind the children of the LO or SC statement that they need to refer to in order to make the improvement.
- **Scaffold:** Provide the child with a prompt to tackle the improvement. You might give them a choice of 2 alternatives, which will be discussed with them.

These prompts may be given verbally, depending on the needs of the child. Teachers may add a comment praising effort or enjoyment of reading the child's learning.

## **4. Pupils' Reflection and making the improvement**

Classroom time is provided for the children to access the feedback, find out where they have been successful and then make the appropriate improvements. This should be undertaken at the start of the next lesson and should not be allowed to take more than 10 minutes. All children should make their improvement using purple pen/pencil. The teacher/TA will need to support key groups/individuals who are struggling to make improvements.

## **5. Check the child's improvement.**

The teacher needs to check to make sure that the children have made improvements effectively and ticks this progress in pink. If the child has not made sufficient improvement, then this needs to be addressed using verbal feedback.

## **Examples of Prompts to give in High Impact Feedback**

### **Closing The Gap Prompts:**

**Reminder prompt** - the simplest form of prompt and refers back to the learning objective/success criteria. Most suitable for the more able pupils, this reminds the child of what could be improved.

E.g. You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster he is? Or

Could you have written more about how the character felt here?' An arrow to indicate the start and finish of the section could highlight this area.

You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

**Scaffold prompt** - provides further support. This may take the form of a question or a short cloze procedure. Most suitable for children who need more structure than a simple reminder, this prompt provides some support.

E.g. What kind of monster was he? Change 'bad' for a word which makes him sound scarier.

He was a ..... monster. With teeth like.....

Can you describe how the person was a good friend? (A question)

Describe something that happened which showed they were good friends. (A directive)

He showed he was a good friend when....(finish this sentence) (An unfinished sentence)

3 bags of sweets at 25p each. Instead of  $25+25+25=$  You could do  $25 \times 3 =$

**Example prompt** - this is the most detailed support and gives children examples from which to choose. Extremely successful with children, but especially with the middle or low achievers this prompt gives the child a choice of actual word or phrases.

E.g. Instead of the word 'bad' you could use:

- Terrifying
- Ferocious
- Spine-chilling

Choose one of these or one of your own:

- He is a good friend because he never says unkind things to about me. Or
- My friend is a friend because he is always nice to me.

6 bricks at 10cm high. Instead of the repeated addition you could try multiplication -  $6 \times 10 =$  or  $10 \times 6 =$

**Examples of structured responses may include:**

- Find one sentence/word you are proud of and read it to your partner.
- You have three minutes to identify where you think you have meet the objective and underline it pink.
- Decide with your partner whether you have met the success criteria for the lesson.
- Read your work. You have 3 minutes to write one way you could have improved your work.
- Discuss with your partner what you have learnt in the lesson. Write it in your book.
- Discussion of answers and strategies during the plenary.
- Scanning a piece of children's work onto the whiteboard and the children critically assess against the learning objective and success criteria for the lesson.

Children will be given opportunity to respond to the teacher's comments on a daily basis. Children will be in the routine of reading the teacher's comments, responding and writing that day's date and WALT. The response should be acknowledged by the teacher.

## Marking Codes

VF - verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial.

Areas identified for improvement will be underlined in green

Teachers' written feedback is given in green

FG = the child has worked in a focus group with an adult.

TA = the child has worked in a focus group with a Teaching Assistant.

I = the child has worked independently

- OA** = the child has worked with another adult.
- PW** = paired work; the child has worked with a partner.
- GW** = group work; the child has worked in a group.

The following symbols will also be used where appropriate to the child's ability level. Teacher's will be aware of the need to protect the child's self-esteem when using these symbols.

- |   |  |
|---|--|
| √ Correct   | S Does it make sense?                    |
| √√ When a particular area is exceptional                        | // New paragraph needed                  |
| • dot - Incorrect / Think again                                 | A* = Learning Objective exceeded         |
| ~ Squiggly line - Incorrect Spelling - correction in the margin | A = Learning Objective achieved          |
| CL Capital Letter missing                                       | AP = Learning Objective partly met       |
| ○ Punctuation missing or incorrect                              | AS = Learning Objective met with support |
|   | AX = Learning Objective not achieved     |

**Anyone marking work other than the class teacher must initial the work they have marked.**

As well as this, children should be given the opportunity, at an age appropriate level to give feedback on their own and other children's work.

**Self -assessment and evaluation** - pupils are given opportunity to reflect on their own learning; they will identify progress towards success criteria/targets etc. and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work).

**Peer assessment and evaluation** - pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement.

### Self & Peer Evaluation Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

- I liked .....
- I learned...
- I think I will...
- I never knew...
- I discovered...
- I was surprised...
- I still wonder...
- I have learnt....
- Next time I could.....
- I now know.....
- I found..... difficult because.....
- I solved..... by.....

- The best example of ..... is .....
- I like the way you.....
- ..... is effective because.....
- You could make your work better by .....
- Have you thought about.....
- If we look at the success criteria we can see.....
- Next time you could.....
- I still don't understand...
- I need help with...
- I could get better by...

## Peer Marking

- Partners should be similar ability
- Agree rules: respect, listen...
- Explain & model the process with the whole class
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process

## Peer Marking Agreement

*Our agreement on feedback partnerships - We decided that there were some rules we all needed to keep. When we become feedback partners we all agree to:*

- **Respect** our partner's work because they have done their best and so their work should be valued
- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work
- **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion
- Try to make our suggestions **positive** and as **clear** as possible.
- Get our partner to **talk** about what they tried to achieve in their work.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

## Marking and Feedback in the Early Years Foundation Stage

### Learning Journey

All recorded observations should have a photo, a short comment about what the child has achieved, the area of learning that it relates to and the child's next steps (if relevant).

i.e.



Photo

..... has been able to order his numbers 1 - 10 using the number blocks. 'Look Miss... I can count to 10. 1,2,3,4,5,6,7,8,9,10.

It should make reference to the child's characteristics of effective learning.

Next Steps: Recognise numbers to 20. (The children should be told these next steps).

Observed by Miss ... 2.12.2016

During adult led activities feedback should be given verbally. Stickers saying 'I have learnt something brilliant today. Please ask me what it was' should be given to the children when they have achieved one of their next steps. Adults around the setting need to ask the children what they have achieved so they can recall their successes.

For early writers, adults should scribe underneath the child's mark-making/letter shapes.

Formulated by all teaching staff following consultation and discussion about our current marking and feedback practices.

A handwritten signature in blue ink, appearing to read 'Hughes' followed by a stylized surname.

Headteacher

September 2017

To be reviewed in September 2018



**WINTK**

I have (tick)

My teacher  
thinks (tick)

I can

I can

I can

# KPI Marking Crib Sheet (Numeracy)

Date:

Year Group:

KPI and Context for Learning

Cause for Concern

Progress toward KPI

Misconceptions

Directed/Dedicated Improvement/Independent  
Reflection Time Questions

Presentation

Polaroid Moments!

# KPI Marking Crib Sheet (Literacy)

**Date:**

**Year Group:**

KPI and Context for Learning

Cause for Concern

SPAG issues

Progress toward KPI

Misconceptions

Directed/Dedicated Improvement/Independent  
Reflection Time Questions

Presentation

Polaroid Moments!