



FEEDBACK POLICY

for

All Saints CE Primary School
Hope Hamilton CE Primary School
Houghton on the Hill CE Primary School
Richard Hill Primary School

This template policy can be amended and personalised to suit the needs of each school and should be used to form the basis of good practice in feedback.

This policy has been created collaboratively with school leaders following research, reading and enquiry in all Vines Schools.

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Signed:		Sally Applebee-Lewis	

Introduction:

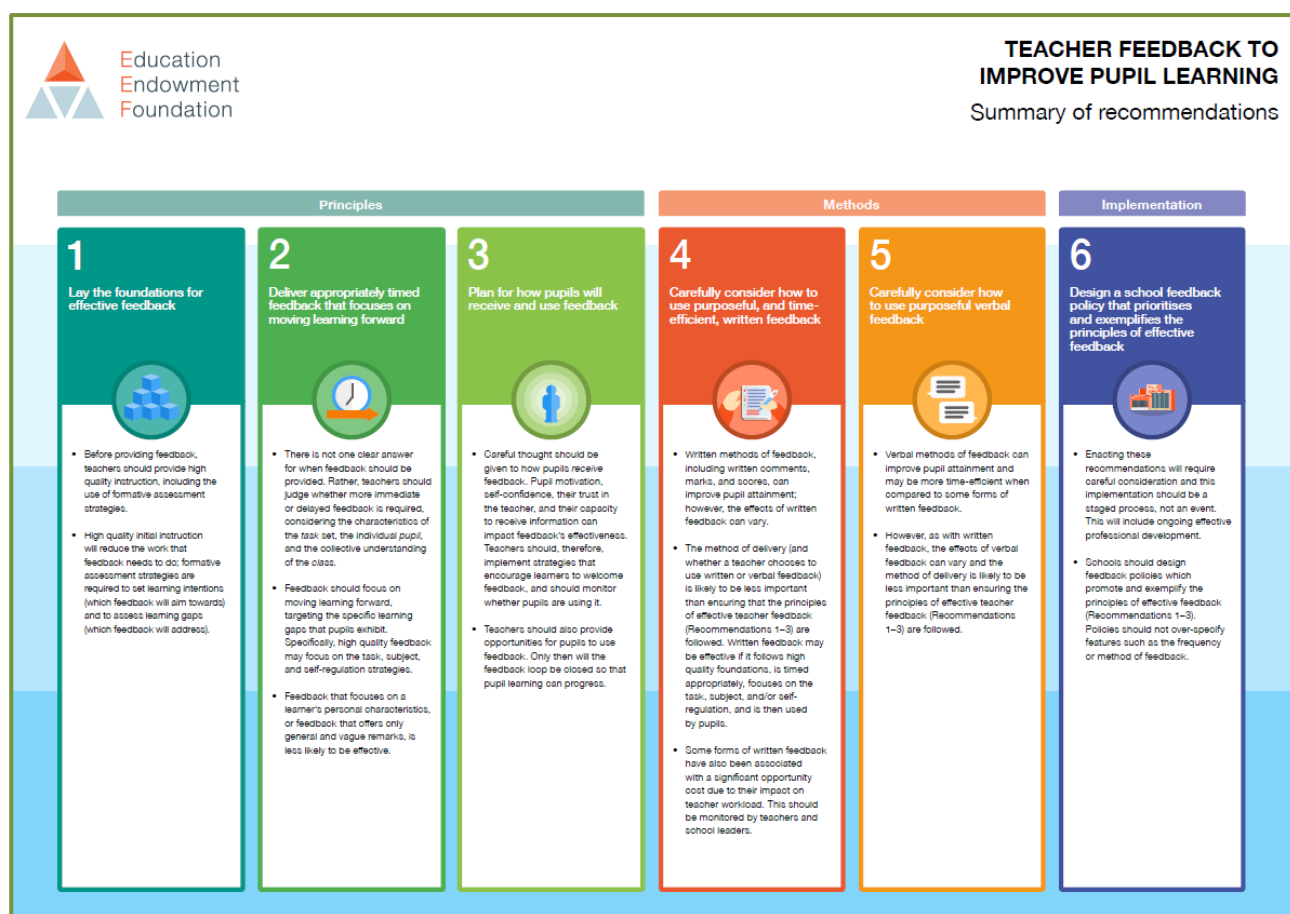
At Richard Hill CE Primary School we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. Our policy is underpinned by the evidence of best practice and research that shows effective feedback should be **meaningful, manageable and motivating**.

Principles of Marking (taken from "Eliminating Unnecessary Workload Around Marking" Independent Teacher Workload Review):

- Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are **encouraged to adjust** their approach as necessary and trusted to incorporate **outcomes** into subsequent planning and teaching.
- Marking practice is **proportionate** and considers the frequency and complexity of written feedback, as well as the cost and time effectiveness of marking in relation to **overall workload of teachers**.
- Marking should help to motivate pupils to progress. This does not mean always writing in depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Feedback: What Matters (from "Visible Learning Feedback" John Hattie):

'Feedback is important information about the task that fills a gap between what is understood and what is aimed to be understood. IT can lead to increased effort, motivation or engagement...; it can lead to alternative strategies to understand the materials; it can confirm to the student if they are correct or incorrect or how far they have reached to goal; it can indicate that more information is available or needed;... and finally it can lead to restructuring understandings.'



EEF: 'Teacher Feedback To Improve Learning' 2021

At Richard Hill CE Primary School, feedback and marking are not done for the benefit of observers, parents or inspectors. Where marking cannot be seen to be directly motivating a pupil to progress or improving outcomes, it is considered superfluous and an unnecessary use of teacher time.

Feedback is always linked to planned **learning intentions**. Pupils need to know:

- Where am I going?
- How am I doing?
- Where do I need to go next?

Feedback may be given:

- About a **task**;
- About the **process** of a task;
- About learning and **self-regulation** that enables learners;

Feedback will take place as soon as possible after an activity, and where possible with the pupil present.

1. Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to further children's learning;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Feedback delivered closest to the point of action is most effective and as such feedback delivered in the lesson is more effective than comments provided at a later date;
- Feedback is provided both to teachers and pupils as part of the assessment process in the classroom and takes many forms other than written comments;
- Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons allowing them to make good progress.

2. Aims

Within these principles our aim is to make use of good practice to ensure that children are provided with timely and purposeful feedback that furthers their learning and enables teachers to gather feedback and assessments so they can adjust their teaching both within and across a sequence of lessons. Our core aims for pupils are:

- To develop a growth mindset in pupils so that they value learning from mistakes and intrinsically seek to receive feedback and act upon it;
- To empower pupils to build student efficacy;
- For pupils to do most of the hard thinking around learning and not to rely on adults.

3. Feedback at Richard Hill CE Primary School:

Teachers will select the most effective and appropriate feedback strategy for a task or context. At Richard Hill CE Primary School, feedback is provided in the following ways

Type of Feedback	What It Looks Like	Example
Rubrics	A graduated progression of success criteria to achieve proficiency in one area of learning.	Pupils discuss proficiency in reading fluency and self-reflect on their next steps using a rubric showing steps in

		learning. Teachers model this process with examples.
Live Marking	Adults marking within a lesson for a single assessment focus.	In independent writing sessions, adults highlight or mark for specific punctuation/features.
Tick Lists/Success Criteria	A checklist of requirements for an expected standard of work.	Pupils and/or teachers check written work against the EXS standards for the end of the year or key stage (e.g. Assessment Framework for Y6).
Conferencing/ Coaching	Small group or individual tutorial session with a teacher/LSA with deep discussion and guided improvements.	Teacher work with a small group of similar-ability mathematicians to work through written responses to reasoning problems.
Self/Peer-Editing and Redrafting	Pupils self-scaffold improving their own work using classroom resources independently.	An expectation that pupils will check and edit spelling, punctuation and coherence in all pieces of work, making use of working walls, words mats etc.
<i>As the following two strategies are harder to evidence they cannot stand alone all the time. They should be regularly used in conjunction with another form of feedback that is clearly evidenced. For example, Peer Marking and use of Success Criteria.</i>		
Self/Peer-Marking	Children correct their own work, guided by the teacher. Children to traffic light their own work in Maths.	Pupils receive instant feedback on maths/grammar through marking answers ✓✗ and correcting errors.
Verbal Feedback	Adults offer prompts and clues, and use targeted questions linked to tight learning intentions.	Mini-plenaries throughout a lesson, or one to one work during independent working time.

4. The Role of the Teacher

The skilled work of teachers and other practitioners is vital to the success of feedback. To enable feedback to be effective, teachers at Richard Hill CE Primary School will:

- Be clear about the learning intention for every lesson and task;
- Select the most appropriate feedback strategy for the context;
- Make and keep informal notes of observations linked to misconceptions;
- Adapt planning accordingly to address the needs of a whole class, group or individuals;
- Provide the appropriate resources to scaffold response to feedback (models, exemplars, word maths, key words, working walls).

5. Marking

Marking is only one aspect of feedback and must be used in conjunction with other types of feedback to be most effective. However, there will be regular occasions when work completed at Richard Hill CE Primary School will be marked.

At our school, all work will be acknowledged in some form by class teachers. It will be assumed that marking is by the teacher however cover supervisors and LSA's need to initial the work

showing where they have been in class or supporting a child. Learning intentions will be ticked through a simple three tick system next to the LI as follows;

- ✓ LI has been attempted
- ✓✓ LI has been met
- ✓✓✓ LI has been met with elements of challenge/ GDS provided

All feedback and marking will be in pink pen for positive comments and a green pen for developmental comments.

In Foundation Stage it will be predominantly verbal feedback that is given and in addition a record of the children's progress will take place through observations recorded on Tapestry. When there is opportunity in the Summer term teachers may use the simple code in preparation for year 1 when they model writing or wider curriculum writing.

In the first instance in Key Stage 1 children will be taught to use a simple marking code for writing by showing basic punctuation edits, practicing spellings of high frequency words and attempting a spelling for a second time. This may still be a phonetically plausible attempt however should be more accurate for example both adjacent consonants included in the second attempt. This simple code for writing will extend as the children move through KS1 and be seen visually in books with the Learning Intention for each lesson. This can be used for self and peer marking and a purple pen will be used to do this. In Maths the children will be encouraged to revisit or practice a skill as their read and respond opportunity. This may include an opportunity to show a deeper level of understanding.

In year 2 comments for those pupils who are able to read and respond independently will be evident. Marking may also reflect next step signposts to further the child's learning. These should be discussed with the children. Where pupils are unable to read/understand such comments, these are shared verbally with the children at the first available opportunity and the marking code used.

(see end of policy for marking codes & symbols).

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. There will be regular read and respond opportunities for the children to engage with feedback. Teachers will determine where classes need to reflect and improve their work more intensely and there may be an increased number of opportunities for them to do this until the work has improved. The edits/response should be clearly evident before the next piece of work. At times these comments will be focussed on extended pieces of writing however they may be also used on targeted skills e.g. a read and respond for grammar may be appropriate.

In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than provide a written comment. If this is the case the book will be marked with 'conference' by the teacher and when the children take part they will note Conference as a subheading to show this has taken place with their subsequent work from the conference session.

Teachers will regularly give positive praise where a child has achieved the intended outcome and is well prepared for the next stage in learning however this does not need to be on every piece and teachers are expected to manage their workload so that this isn't onerous for them.


Where there are extended pieces of written work that are to be used as assessment pieces there should be clear opportunity for children to edit and improve however this should not be as a direct result of teachers identifying these areas for improvement. For example, a teacher may encourage a child to re-read their work and improve the punctuation however should not indicate where punctuation is missing or incorrect in a piece.

There will be opportunities for children to receive or reflect on their feedback following a published piece of work. Children in KS2 will refer to their individual TAF documents to note their achievements and areas for development. Teachers will note that any pink pen marking was on the published piece. Any purple pen editing has taken place after the assessment of the writing by the teacher has taken place.

It will be evident for all children working below ARE that they have received more support, the format of the support e.g. a word mat, LSA support, and there will be evidence in the children's books of an increased level of feedback.

Success criteria and rubrics will be used to assess a pupil's ability to meet desired outcomes. These may be provided as part of sequence of teaching.

APPENDIX: Marking Codes

In Margins:		FS	Y1	Y2	Y3	Y4	Y5	Y6
●	Missing full stop.	✓	✓	✓	✓	✓	✓	✓
P	Missing punctuation.	✓	✓	✓	✓	✓	✓	✓
C	Missing capital letter.		✓	✓	✓	✓	✓	✓
€	Incorrect capital letter.			✓	✓	✓	✓	✓
	Missing finger space.	✓	✓	✓				
ph	Word to be <u>underlined</u> where spelling is not phonetically plausible.	✓	✓					
sp	Incorrect word underlined in KS1. In KS2 pupils begin to identify the incorrect work for themselves. Spellings should be words that can be found in the classroom (word mats, working walls, topic displays – and for Y5/6 in dictionaries).		✓	✓	✓	✓	✓	✓