



Feedback Policy

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Introduction

This policy has been written for staff at James Cambell Primary School to set out our approach to providing feedback to pupils both in writing (through marking) and verbally. This policy should be read alongside our Teaching and Learning and Curriculum policies.

The purpose and aims of this policy and our approach to feedback are to:

- Improve pupil outcomes
- Extend the range, depth and impact of feedback
- Make better use of teachers' time ensuring workload is reduced
- Develop pupils' expectations of self-improvement and ownership of their learning.

This policy is underpinned by:

- Evidence from research such as the reports from the Education Endowment Foundation, and the work of Dylan William and John Hattie.
- Recommendations from the Marking Policy Review Group (March 2016) on reducing teacher workload

We believe in the following:

Feedback should be **meaningful, manageable and motivational**

- Feedback should be specific, accurate and clear.
- It should take a variety of forms (verbal and written) dependent on the needs and understanding of the learner - this policy therefore provides a variety of options for the provision of feedback.
- Timely - takes place with the pupil and is shared as immediately as possible - an emphasis on live marking
- Meaningful - it should target individual needs, be linked to specific assessment criteria, and be received by a pupil in time to benefit subsequent work.
- Feedback forms an informative and accessible dialogue with clear teacher and pupil
- Clear provision is made for opportunities to reflect and act upon improvement comments, thereby moving learning forwards
- Improvement is valued and clearly evidenced
- The children are made aware of learning objectives and of the success criteria that their work will be assessed against, in age-related vocabulary
- The learning needs of individual children are understood including those with SEND, and work is matched and marked appropriately

Feedback is valuable when it is **received, understood and acted on**. How pupils **analyse, discuss** and **act on** feedback is as important as the quality of the feedback itself. Through the interaction pupils have with feedback, they come to understand how to develop their learning.

Laying the correct foundations for feedback

As specified by the EEF report on effective feedback, "**feedback can only build on something**". Therefore, we believe that before providing feedback on learning the conditions for this should be built in each classroom through the following principles:

- 1) *Feedback is what happens second* (EEF 2007) 'It is of little use when there is no initial learning or surface information'. The first task for our teachers, before feedback is delivered, is to provide effective instruction. (See T and L policy for further detail)
- 2) Understand the principles of effective feedback. The work of Dylan William states that:
 - Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit.
 - Provide **specific** guidance on how to improve
 - High quality feedback may focus on:



- The task (how well the learner is accomplishing or performing the task)
- The process (includes comments specific to the processes underlying the task)
- Self-regulation/ metacognitive strategies (supporting students in monitoring and regulating their actions for a task)
- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective

3) Opportunities for providing specific feedback should be planned (see appendix) For example:

- Correction or inclusion of specific punctuation and grammar strategies.
- Checking for compliance with requirements for layout or presentation.
- Correction or inclusion of specific spellings or terminology.
- Inclusion of specific content in writing.
- Deepening of specific aspects of writing by editing in, or extension.

Providing feedback

Feedback is an ongoing dialogue on how well a pupil is doing against the objectives of the lesson and what the pupil needs to do next in order to align effort and activity with the desired outcome. Once teachers have provided initial instruction and assessed pupils through questioning and marking and looking at books, then it is time to provide the necessary feedback that will lead to pupils AND/ OR teachers adjusting their practice, leading to improvement.



The aim of feedback for pupils is to enable:

- Pupils to act on feedback to make progress over time.
- Pupils to have a clear indication of how far they have come in their learning and the extent to which they have achieved learning objectives and/or targets and what they now need to do to improve.
- Develop independence and skills in self-regulation.
- Increase motivation.

Aim of feedback for teachers:

- Inform future planning and teaching.
- Show that we value pupils' work, the effort and hard work they have done.
- Ensure high expectations.
- Ensure peer and self-assessment is part of the formative assessment strategies and this is used as part of the range of strategies for feedback.

Types of Feedback

The Education Endowment Foundation’s report ‘A marked improvement?’ provides a useful, but not exhaustive, diagram of the types of feedback.

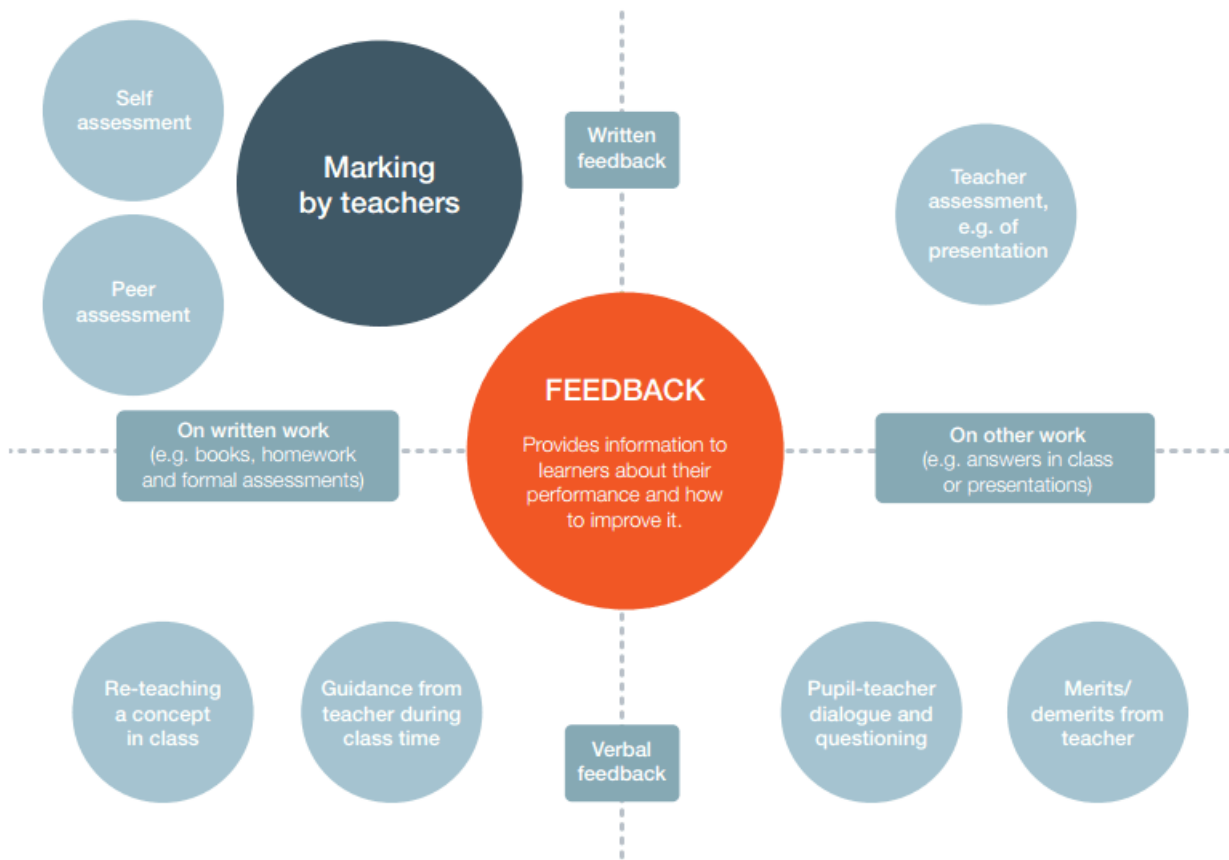


Figure 1. Examples of different forms of feedback.

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments where appropriate)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be **most effective** in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Feedback options	Description	Comments on effectiveness
Longer term targets	These are discussed and agreed with the children so that children are clear where they are going.	Targets need to be reviewed regularly to be effective – and to be achievable (i.e. not too long-term).

Learning objectives and success criteria	Learning objectives describe what the child should be learning in a lesson; the success criteria are a checklist to assess whether the learning objective has been met.	By informing a child where they are going within a lesson – these are a prerequisite for effective feedback. To be effective, learning objectives and success criteria need to be clear and precise; in child-friendly language (and explained where necessary); shared with the children; referred to in the plenary. When appropriate, children should contribute to the success criteria.
Verbal feedback to individuals (pupil/teacher dialogue)	This can be based on different categories: <ul style="list-style-type: none"> - feed up (where is my learning going?) - Feedback (how is my learning going?) - Feed forward (where to next?) The feedback can be about the learning activity itself, about the process of activity or about the pupil's management of their learning (self-regulation)	Research indicates that this is likely to have a very high impact, but the feedback needs to be specific, clear and accurate. Non-specific personal feedback about the pupil as a person (eg 'good girl' or 'great effort') is unlikely to have an impact.
Teaching or reteaching a concept	Teacher-directed learning	Feedback is not useful if the gap in understanding is too large – in these cases, it is better to re-teach the concept or to break concept into smaller parts.
Mini plenary	Learning can be accelerated by the use of whole-class mini-plenaries (for example to address misconceptions), leaving time for a short lesson plenary at the end. Open dialogue with children during a lesson is a powerful lever for progress – how well are you doing, how could you improve your learning?	High impact can be achieved following a review of how the class is progressing and providing a clear direction on the next steps.
Lesson plenary	This needs to focus on summarising learning and the next steps.	Telling children what they need to do to improve, without the opportunity to put this input into practice is not likely to achieve much.
Open questioning	Use of open questions can help develop higher order patterns of thinking.	Teachers need to give thinking time having asked questions (and time for partner/group talk), and time should be given for children to respond in order for children to elaborate and explain their answers. To be most effective, the classroom climate needs to be conducive to dialogue, with mistakes being welcomed and teachers seen to be learning from children as well as vice versa.
Written marking	Written comments in the child's book from the teacher.	Needs to be balanced against the '6 feedback strategies. Marking is unlikely to be effective unless completed with the child during the lesson or dedicated time (DIRT page 10) is given to the pupil to consider and address comments.

<p>Peer assessment, peer tutoring and/or peer marking</p>	<p>Peer assessment/marking - A peer assesses a piece of work using the success criteria.</p> <p>Peer tutoring – one child providing support to another in progressing their learning.</p>	<p>At its most effective, peer assessment can be powerful in promoting meta-cognition, collaborative learning and greater autonomy in learning. Research suggests that pupils will often accept the comments of peers more readily than those of the teacher. Peer tutoring has also been shown to be highly effective in raising achievement and that benefits flow both ways, sometimes benefiting the ‘expert’ in the relationship even more than the ‘novice’.</p> <p>However, all forms of peer assessment require modelling and practice to be accurate and effective. It is therefore unlikely to have the same impact in younger year groups.</p>
<p>Self-assessment</p>	<p>A child assesses his/her own work using the success criteria.</p>	<p>As with peer assessment, self-assessment can help develop meta-cognition and greater autonomy in learning.</p> <p>To be effective, children need to have sufficient understanding and awareness of the learning objective and success criteria – this requires modelling and practice.</p>

Live and next lesson feedback (including written marking)

The teachers’ standards state that teachers should ‘give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.’

1) **Live feedback marking** (responsive in-lesson marking which is quick circulating and helping children):

This is not about a new teaching point - rather embedding and deepening learning they already have. In all lessons, pupils should have the opportunity to respond to live feedback given by the teacher. They will be expected to make immediate improvements to their work. This provides the opportunity for pupils to move on as soon as they are ready with the pupil recording this in their work. Live feedback can be provided to the whole class by stopping the lesson and feeding back to all pupils, to a group of pupils or to individuals as necessary. **The frequency and type of feedback to different groups should be determined by the teacher.**

- Pupils should all have a green pen in order to demonstrate how they are enacting the feedback.
- Where possible pupils should write down the feedback comment in purple pen with the code VF (verbal feedback). They should write a single word or short phrase e.g **VF capital letters**
- The younger the children are, the more difficult it is for them to edit their own work and the greater the degree of scaffolding the teacher needs to do.
- Pupils will be more successful if the feedback is as specific as possible and focusing on one thing at a time.

2) **Next lesson feedback (see Appendix 1)**

At James Cambell Primary School, we acknowledge all work that pupils complete.

All work needs to be acknowledged by the class teacher- the Learning Objective and Success Criteria needs to be ‘pinked’ or ‘greened’ with the appropriate highlighter. It is vital that we look at our pupils’ work, acknowledge their efforts and achievements and consider how we can respond to pupil and whole class needs.

At the end of the lesson, teachers may wish to ask pupils to put work into two piles at the end of the lesson, according to whether the pupil has had feedback or not during the lesson, so that the teacher knows which books to prioritise looking at before the next lesson.

At the end of a lesson and before the next, all teachers should bring together their evaluation of the performance of pupils in the lesson through their in-class formative assessment strategies and through looking at pupil output from the lesson in the form of books. These will inform their next steps. When they identify misconceptions or errors from the lesson which were not addressed through live feedback in the lesson, they may approach the feedback in different ways.

A simple way to gather the type of feedback you need to give is to complete a grid on paper or post-its as you look through books. Teachers should adapt the headers to address the issues they wish to address but examples could include:

Whole class successes/ praise (include examples)	Whole class concerns (can be used as a teaching point)
Individual praise - be specific. Could be shared with the whole class	Individual concerns (to feedback in private)
Group concerns - may need to take a group aside	Presentation concerns SPaG errors

If all pupils have clearly struggled or missed key learning then the lesson itself might have to be re-taught or partly re-taught.

Where individuals or groups of children have done particularly well or poorly, the teacher may want to use these in the lesson as a teaching point (where it is an error, they might use the mistake anonymously or write a similar sentence with the same error). For mistakes, the teacher might share an example of an anonymous or fictional piece where the child has confused describing a character with listing their clothing, piling up adjective after adjective. Pupils may be asked to edit or improve this example.

Teachers should clearly identify those pupils who need individual feedback to move their learning on and work with them to give this feedback.

3) In-depth marking

More in depth marking should take place:

- To mark the 'Write About' in RWI and the writing outcome ('modelled write') in Literacy and Language
- Once per unit for foundation subjects (i.e. once per half term)

When marking writing, in-depth marking should include:

- Tick in the margin with specific comments to acknowledge success - link to writing assessment expectations (e.g. □fronted adverbial, □dialogue which moves on action, □informal voice, □inverted commas)
- The marking code should be used to support pupils to identify transcriptional errors. These can be corrected by pupils in green pen
- In Literacy and Language, when pupils are writing a more extended piece over more than one day, teachers should mark pupils' writing **each day**, identifying:
 - Areas of success - tick margin

- Transcriptional errors - use marking code
- Provide a compositional target e.g. move away from dialogue in the next part of your writing, focus on setting description tomorrow, vary your sentence starters
- In order to promote successful revision of work, teachers may highlight specific parts of writing that pupils need to develop by drawing a green box.
- At the end of the work, teachers should make a comment on an element of the work which has been successful as a celebration of achievement

When marking foundation subjects:

- Give a positive comment – not just ‘well done’. Make it specific, but brief.
- Ask a question, or give an action to further the pupil’s understanding.

Consistency in providing feedback

- All written comments, corrections or check marks should be in **purple pen**.
- Children edit their own work in **green pen**.
- Pupils should not write in another child’s book.
- Feedback needs to happen during or at the end of a piece of work, so that children can read, comment and respond – time needs to be planned into subsequent lessons to ensure children have time to write a response.
- Teachers should plan for DIRT (Dedicated Improvement and Reflection Time- page 10) when appropriate, ensuring that time is given to allow pupils to improve upon their work and make gains to their learning.
- If a supply teacher or HLTA is covering a class – they must mark in **red** and write **supply** in the margin along each piece of work.
- Pink and Green highlighters are used to show children their successes and work needed for improvement

Pink highlighter – tickled pink by success.



Green highlighter – green for growth-work which needs further work or response by the children in green pen.





- Marking code should be used to support pupils to self-reflect and make transcriptional edits. The marking code should be stuck in the front cover of English books:

Key Stage 1 marking code



Please note, depending on the child’s reading ability it is helpful for pink highlighting to be accompanied by a specific area of success.

Symbol	Meaning
--------	---------

sp	Check the spelling
C	Capital letters
	This is great!
	Check this

Key Stage 2 marking code

Please note, it is helpful for pink highlighting to be accompanied by a specific area of success.

Symbol	Meaning
sp	Spelling
p	Punctuation
v	Vocabulary - can you think of a better word/phrase?
	This is great!
	Check this

Reading

Marking and feedback should relate to the desired reading outcome not on writing outcomes. It is expected that the majority of feedback in reading is verbal and within the lesson, following the live marking principles.

Where appropriate and where live feedback has not been provided for a pupil, teachers could ask a question to pupils in the form of written feedback.

Mathematics

At James Cambell, we teach a mastery curriculum for mathematics. We follow the marking advice from the National Centre of Excellence in the Teaching of Mathematics (NCETM) which advises that within a mastery curriculum, the next lesson is the next step and this curriculum design negates the need for next steps marking. We expect that depth of understanding comes in the lesson, not through marking. Pupils will often be asked to self or peer mark in mathematics lessons, following a section of independent practice.

Teachers will pick up misunderstandings and errors through marking in the same way that they do in other curriculum areas and children will be expected to address these. Teachers may require children to "explain" or "prove" their answers for assessment purposes. If so, teachers will use the word 'explain' or 'prove'. Number formation will be addressed, where necessary, in written feedback throughout EYFS and KS1.

Teachers are expected to look at Maths books daily to inform the next steps in learning.

Science and Wider Curriculum

Research indicates that effective feedback is immediate and requires actioning in the short term. Due to the elapsing of time between lessons in these curriculum areas, reams of written feedback is not considered to be useful. It is expected that for Science and Wider Curriculum, the majority of feedback would be verbal and acknowledgement

marking. However teachers should not miss the opportunity to reaffirm high expectations or to address ongoing secretarial issues through marking using the marking code. Once per unit teachers are expected to provide more 'in depth marking' (see above).

Feedback in Early Years

Feedback in EYFS is primarily verbal.

In Reception, work is marked live with pupils present and pupils are encouraged to edit and improve their work whilst receiving feedback. Phoneme frames are used to support children to correct their spellings. Pupils receive a star for every piece of Maths and English work completed. Pupils receive a positive written comment that relates to the success criteria. This comment is read aloud to pupils.

In Nursery, verbal feedback is used to support a talk-rich environment. Feedback focuses on vocabulary and supporting children to talk in full sentences. Work is marked by the teacher in relation to the success criteria to identify progress and next steps.

Impact of the feedback policy

It is important to keep in mind that this policy serves a specific purpose and if it is working well we should see evident progress in all pupils' work. Teachers are responsible for reflecting on whether their feedback is having an impact and to make changes to their practice if this is not the case. The SLT are responsible for monitoring the impact of individual teachers' feedback on pupils and to support them to improve their practice. The impact of the policy should be seen by teachers and SLT in the following ways:

- Identified errors addressed by the teacher in verbal feedback or to the whole class stop happening with time: in books, you should not see an error picked up in Autumn term still happening in Spring if your feedback has been effective.
- The impact of marking on learning should be evident through the range of feedback given and the nature of pupils' responses to it. Much of this should show a deepening of pupils understanding and their use of subject knowledge. Books should show evidence of continuous improvement in a range of specific ways .e.g presentation, grammar, sentence construction, etc
- Teachers should be able to talk with confidence about pupils' work and how they have helped them to improve
- Pupils can tell you what the teacher has fed back to them and what they have been working to improve- some of this is evident in their books as green pen marking or green pen comments
- Pupils can talk about their learning with confidence and talk about their mistakes and how they have fixed them.
- Pupils can talk about and demonstrate how they have extended, deepened, or refined their learning because of feedback.
- Pupils in older cohorts are beginning to self-edit their own work as they do it, without the need for frequent live feedback.



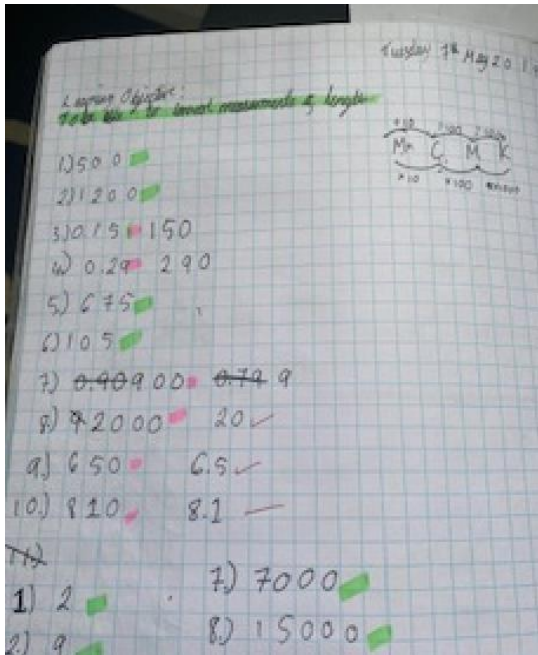
Appendix 1 - Next lesson feedback proforma

Next lesson feedback

<p>Whole class successes/ praise (include examples):</p>	<p>Whole class concerns (can be used as a teaching point):</p>
<p>Individual praise - be specific. Could be shared with the whole class:</p>	<p>Individual concerns (to feedback in private):</p>
<p>Group concerns - may need to take a group aside:</p>	<p>Presentation concerns SPaG errors:</p>

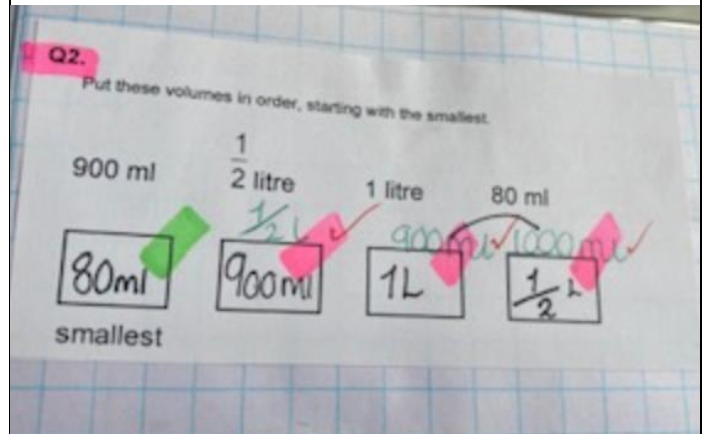
Appendix 2 - Examples of effective feedback

Verbal feedback and live marking



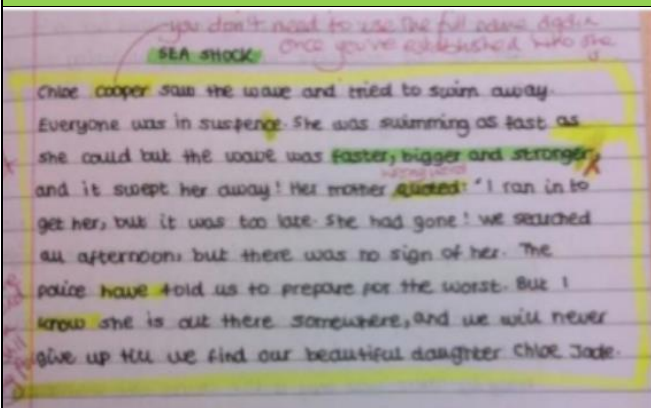
Pink and green highlighters to be used during learning time – on the spot, real time feedback. Children respond to your feedback with their green pen. This is an opportunity to quickly address misconceptions and move the learning on.

Teacher uses red pen, green and pink highlighters and the children use a black pen or pencil and when addressing mistakes, use their green pen.



On the sport feedback can also include mini plenaries, re-teaching a concept and open-ended questioning.

The Green Box- zonal marking



Option 1

Draw a Green Box, using a green highlighter around a section of a child's work and give in-depth feedback against the Learning Objective or Success Criteria rather than the whole piece.

Option 2

Draw a Green Box, using a green highlighter around a section of a child's work and ask for the child to edit this piece of work only, rather than the whole piece.

Remember:

Choose one area of a child's work to mark. Just one section. Mark it well and in detail and offer sophisticated feedback and no matter what, ensure that the feedback is specific and diagnostic.



Handwritten mathematical work on grid paper. At the top, there are several multiplication problems: $14 \times 14 = 196$, $14 \times 14 = 196$, and $14 \times 14 = 196$. Below these, there are more multiplication problems: $10 \times 16 = 160$, $2 \times 16 = 196$, $6 \times 24 = 144$, and $8 \times 14 = 196$. A note says "Can you simplify these fractions?". Below that, there is a large addition problem: $132 + 160 + 144 = 536$. Underneath, there is a subtraction problem: $196 - 196 = 0$. At the bottom, there is a simple subtraction: $101 - 40 = 61$.

Self-Assessment

Learning Objectives: To be able to write in the history of a story
Tuesday 17th March 2020

Subject Learning Objectives:
To be able to research, reference and participate actively in collaborative conversations, using in-depth and extending and responding to questions

	Self Assessment	Peer Assessment	Teacher Assessment
1) Research with your partner what you have learnt about Perry Jackson	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
2) Talk about what has happened so far in the story	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
3) Watch the video clip of the beginning of the story	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
4) Write a re-telling of what has happened in the story	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
5) Use all of the new information in your writing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
6) Read through your work carefully to make sure it always makes sense	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Perry Jackson is a troubled kid who is 12 years old and he is not settled very well. Perry had dyslexia this means he can't read and write appropriately for his age. He also had some other issues like asthma, epilepsy, he is always moody around causing him to cry a lot and he has some mental health issues which most people believe is part of his condition. Unfortunately, he is a half-breed boy.

Perry Jackson started school at five and was on his own at Valley Academy a boys' sixth school and it is a boarding school. Mr. Cobb (Perry's English teacher) hated Perry because he made him leave school out of his Maths books until midnight. One day the children were going to a school trip and Perry was not permitted to go and he was sad because he would have been accepted for the trip. Perry's friend, Bobby, who is a boy, started to talk to Perry in his class. Bobby was a good friend and one day he told Perry that they should go to the school. Mr. Cobb said that was a quarter of the school but he had to go with the school. Later, Mr. Cobb asked Perry, "What do you want to be when you grow up?" Perry replied, "I want to be a doctor."

In the distance, 1500 people were up in the night. They and they were shocked. Bobby was really happy because he could be a doctor and he was really happy. He was happy to go to the school and he was really happy. He was happy to go to the school and he was really happy. He was happy to go to the school and he was really happy.

Handwritten student reflections on lined paper. A yellow star is drawn next to the first reflection: "I can write a re-telling of the beginning of the story." Below it, a green star is drawn next to the second reflection: "To do my work and upload with some pictures." There is a small circular logo on the left side of the page.

Appendix 3: Dedicated Improvement and Reflection Time

Dedicated Improvement and Reflection Time

Dedicated Improvement and Reflection Time gives children the opportunity to:

- Reflect on their learning and progress
- Make improvements through reviewing and editing processes
- Tackle further work to either consolidate their understanding or extend them towards mastery of a given skill.

The checklist gives a specific structure for pupils to edit and reflect on their work. This process is quite an easy process to employ in a classroom environment, and it is all based around the feedback. This should be **planned time** either at the start, during or can be as the main focus of a lesson. This dedicated time allows children to get the most out of chosen learning activities; embedding and extending knowledge skills and understanding.

A Green Box can be drawn around a section of writing the children can focus on to improve and redraft Time is given for children to read their targets. Using a green pen; children go back through their work and make the improvements.

Examples of activities:

- Correct mistakes and spelling
- Using a thesaurus or dictionary to develop vocabulary choices
- Introducing more ambitious punctuation
- Changing sentences structures
- Correcting to consistent use of tense
- Rewriting part or whole of their writing
- Publishing their improved writing – focus on handwriting

Example of a checklist to develop pupils' editing skills:



DIRT CHECKLIST

When you have finished your work, have you?

- ★ Written the title and underlined it?
- ★ Checked you have met all Success Criteria?
- ★ Checked that all sentences start with a capital letter?
- ★ Checked that all sentences end with a full stop, exclamation mark or question mark?
- ★ Checked that all names of people, places and events start with a capital letter?
- ★ Checked spelling with a dictionary of friend?
- ★ Checked your presentation is neat and presented well?
- ★ Checked that all your sentences make complete sense when you read them out loud?
- ★ Acted on feedback from the last lesson?
- ★ Ticked the comments the teacher wrote to show that you have read them?

When you get feedback, have you?

- ★ Read back through your work carefully and think about how you can apply the next steps
- ★ Respond thoughtfully to any questions the teacher has asked
- ★ If your teacher has set a task or question, complete it to the best of your ability in the time given

Make your work the best it can be