



eastbury
primary
school
Succeeding together

Feedback Policy

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1. Introduction

The purpose of this policy is to set out the expectations for “Feedback” at the school to ensure we focus on intent, implementation and impact in our approach. As with all of our policies and in particular the Feedback policy is heavily aligned to the Teaching and Learning policy, all staff should demonstrate this as well as have high expectations of themselves, other adults and the children.

- Intent – the extent to which we demonstrate a rich and varied curriculum, one which is not simply focused on teaching to the tests or achieving good exam results.
- Implementation – model how we present all aspects of learning without an over-concentration on outcomes and with a far greater emphasis on processes.
- Impact – to show how learners develop detailed knowledge and skills across the whole curriculum and to become independent learners (who through this valuable feedback) can reflect on their own learning in order to make progress.

2. What is feedback?

Feedback is the provision of information to learners about their performance relative to learning goals and how they can improve it. It is an essential component of the overall assessment for learning process.

Effective feedback begins with clarity on what needs to be achieved – whether in the short-term (the lesson’s learning objective and success criteria) or long-term (for example, achieving that year’s National Curriculum objectives for a particular subject). Feedback is then an ongoing dialogue on how well a pupil is doing against those objectives and what the pupil needs to do next in order to align effort and activity with the desired outcome.

Feedback can take a variety of forms, verbal and written. The feedback can be about the learning activity itself, about the process of activity or about the pupil’s management of their learning or self-regulation; feedback can also be about the child as an individual however, this is considered to be the least effective.

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.’

3. Making feedback effective

Feedback can be a powerful tool to enhance pupil outcomes. The Education Endowment Foundation toolkit cites it as having the potential to have very high impact on learning at very low cost. However, providing effective feedback can be challenging.

To achieve maximum impact, feedback should follow these principles:

- Feedback should be specific, accurate and clear.
- It should encourage and support further effort and resilience.
- It should provide specific guidance on how to improve and not just tell students when they are wrong.

- It should come from peers as well as adults
- 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

The quantity of feedback should not be confused with its quality. Clear, specific, synchronous oral feedback will have a greater impact in most instances than receiving detailed formative marking comments some days later. This is not to say that marking is unimportant and this policy provides a consistent whole-school approach to written feedback, which follows the principles of meaningful, manageable and motivating marking advocated in the Teacher Workload Review.

The quality of all feedback is ultimately demonstrated in how well a pupil is able to tackle subsequent work and make progress over time.

4. Types of feedback

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



There can be no ‘one size fits all’ approach to the best type of feedback. The overriding principle is that a teacher should use their professional judgement in determining which type of feedback is most useful dependent on the needs of the children. This will comprise a range of feedback options as summarised in the table below.

Feedback options	Description	Comments on effectiveness
Clear personalised targets	These are discussed and agreed with the children during pupil conferencing 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 describes what the child should be learning in a lesson; the success criteria are a checklist to assess whether the LO 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 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 re-teaching 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.
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 (see section on marking below)	Written comments in the child's book from the teacher	Needs to be balanced against the '3M marking principles' (see below). Marking is unlikely to be effective unless completed with the child during the lesson or dedicated time is given to the pupil to consider and address comments.
Peer assessment, peer tutoring and/or peer marking	Peer assessment/marking - A peer assesses a piece of work using the success criteria. Peer tutoring – one child providing support to another in progressing their learning.	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'. 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.
Self-assessment	A child assesses his/her own work using the success criteria.	As with peer assessment, self-assessment can help develop meta-cognition and greater autonomy in learning. To be effective, children need to have sufficient understanding and awareness of the learning objective and success criteria – this requires modelling and practice.

5. Written feedback (marking)

“Marking is a vital element of teaching”, but “marking – providing written feedback on pupils’ work - has become disproportionately valued by schools and has become unnecessarily burdensome for teachers”. These are both quotes from the Teacher Workload Review Group’s ‘Eliminating unnecessary workload around marking’ report (March 2016).

At Eastbury, we therefore follow the ‘3M principles’ set out in the report in our marking:

- **Meaningful:** marking varies by age group, subject and what works best for the pupil and teacher in relation to any particular piece of work. Teachers should adjust their approach as necessary and be trusted to incorporate the outcomes into subsequent planning and teaching.
- **Manageable:** marking practice (the frequency and complexity of written feedback) is proportionate to the cost and time-effectiveness of marking in relation to overall teacher workload. The time spent on marking should be commensurate with the impact on pupil progress
- **Motivating:** 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. Too much feedback can detract from the challenge of a piece of work and reduce long-term retention and resilience-building.

Practice in EYFS

In EYFS adults scribe for the child using a green pen to model the writing process. Adults model using the correct font and letter formation in this process and use RWI handwriting phrases to support pupils with letter formation.

As children begin to write recognisable letters, words or sentences the correct letter and word formation continues to be modelled with the child, using a green pen. Practitioners also annotate work to support children and adults with reading the work and to gather necessary evidence.

When children begin to write sentences which can be read by themselves and others the work no longer needs to be annotated. Practitioners now move towards marking children's work, which is always done with the child. Verbal and written feedback includes praise for the child's achievements and encourages the child to think of their next steps. Visual target stamps are also used alongside written comments to support with next steps.

All evidence is annotated with the following:

Short date, pupils name

- AD Adult directed
- AL Adult led
- CI Child initiated
- IW Independent work
- WS With support

All evidence is leveled with area of learning including age and stage for example:

- W 22-36
- W 30-50
- W 40-60
- W ELG
- W EXC

During the autumn term in year 1, there will be a transition from the EYFS marking code to the years 1-6 approach.

Practice in Years 1-6

In Key Stages 1 and 2, the '3Ms principles' are translated into practice as follows:

- There should be a minimum of one 'focus mark' from the teacher in English and maths per week (this can be done with the pupil in class or after the lesson)
- There should be a minimum of one self-assessment in English and maths per week
- There should be a minimum of one peer assessment for English and maths per week
- Teachers should exercise judgement in which pieces or work are most appropriate for focus marking, self-assessment and peer assessment. They should also exercise judgement in deciding the most effective approach to marking other work (although the green and pink highlighter approach needs to be followed as a minimum for the learning objective and success criteria in all work – see below).
- Please see the appedxices for the frequescy in the wider curriculum.

Consistent approach

- Learning objectives and success criteria need to be highlighted pink if successful and green if children need to consolidate. Please see the Teaching and Learning policy for all templates.
- Where marking codes are used, they should follow those set out at Appendix B.
- Highlight in pink examples of where the child has evidenced good learning and progress
- Highlight in green aspects of the work which could be improved
- Use green pen to write teacher comments
- Children should respond to marking, peer and self-assess using purple pen

Focus marking

Focus marking should adhere to the following principles. Examples of effective marking are available from the core subject leaders.

- There should be no simple praise or grades without formative comments.
- Teacher comments should be linked to success criteria and, where appropriate, personalised targets (see below)
- Highlight in pink examples of where the child has evidenced good learning and progress
- Highlight in green aspects of the work which could be improved
- Use green pen to write teacher comments
- Careless mistakes should be treated differently from errors (or misconceptions). Misconceptions/errors (even when not directly linked to SC) should be drawn out with teacher comment providing hints or questions and encouraging purple pen response. If it is a simple mistake (something the pupil can normally do) simply mark it incorrect.
- Provide opportunities for children to respond in a meaningful way – eg addressing a misconception, a challenge question, editing the work for a specific improvement.
- Whenever possible, complete focus marking with the pupil in class – this is when it is likely to be most effective.
- In any event, provide dedicated time for pupils to consider and respond to marking in class.

Peer and self-assessment in marking

The comments in the table above address how to make peer and self-assessment effective. In particular, it is important for the teacher to model the process to the children until they are confident to carry out the process independently.

Using a visualiser is an effective way of modelling this process. A child's work is displayed (after seeking agreement with the child to do this) and the rest of the class identify where that child has met the success criteria and suggest where improvements can be made.

A model to develop self-assessment (all actions completed by child in purple pen):

- Using a purple pen, the children identify (by numbering) one example of where the success criteria has been met
- In maths, the children are taught to check for errors and self correct these during the lesson
- Where the success criteria has not been met, children use the purple pen to meet it during part of the lesson (with partner or adult support if need be)

- In cases when all of the success criteria have been met, children identify one improvement to make and complete this as part of the lesson
- Self-assessed written neatly under the DUMTUM

Developing peer-assessment (all actions completed in purple pen):

- Swap a piece of work with a partner to share something they liked about the person's work
- In pairs, read each other's work, say two positive things, and make a suggestion for improvement.
- Child whose work is being assessed makes the improvement during the lessons. Pupils can work on improvements in pairs.
- Peer assessed with ... (name of child) written neatly under the DUMTUM; this should be written by the owner of the book.
- Where peer or self-assessment has been used, the teacher should check the book to confirm it has been done correctly, highlight the LO and address any misconceptions.

Examples of effective peer and self-assessment are available from the subject leaders.

6. Responding to Feedback

Opportunities for children to respond to feedback must be planned. This should be written by the children using purple pens.

Grammar, Punctuation and Spelling (GPS)

Spellings and grammar that are repeatedly incorrect must be targeted and corrected, even when they do not form part of the success criteria. Highlight with SP and the children are taught to write correct spelling neatly under their work. Children's subsequent work must be checked to see that the child has learnt from the feedback and progressed.

Children should only be given feedback about those things that the teacher has asked them to pay attention to. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time.

Monitoring & Review

Marking and feedback will be monitored by SLT and leaders of learning, through taking in samples of books and through pupil learning weeks. Year groups should set aside a short time every week to look at each other's books for consistency (on a cycle of maths, English and the wider curriculum). The timing for this monitoring is set out in the annual strategic planner.

Feedback will be provided to teachers (who should keep copies) with specific areas of development identified.

7. Appendices

EXAMPLE TEMPLATE for FOCUS MARKING AND FEEDBACK TO PUPILS

[12 weeks]

Year group: _____

Leader of learning: _____

Subject	Rota for focus marking in books and includes highlighting LO.	Tick if complete
History	Week 1	
Science	Week 2	
Computing	Week 3	
ART	Week 4	
History	Week 5	
Science	Week 6	
HALF TERM		
Computing	Week 1	
DT	Week 2	
Geography	Week 3	
Science	Week 4	
Geography	Week 5	
DT	Week 6	

RE / PHSE	One focus mark per term
Spanish	One focus mark per term

Notes:

When not focus marking – all LO need to be highlighted, if children self assess/peer assess need to write SA/PA next to LO.

Anyone covering a class – need to mark the work as specified in the plan and need to initial the page.

Frequency:

Each subject should be focus marked 2 – 3 times per whole term

Example learning objectives.

REFERENCE AND SOURCES

Education Endowment Foundation Teaching and Learning Toolkit

Education Endowment Foundation 'A Marked Improvement? A review of the evidence on written marking' (April 2016)

'Eliminating unnecessary workload around marking' from the Independent Teacher Workload Review Group (March 2016)

'The Power of Feedback' by John Hattie and Helen Timperley (Review of Educational Research) 2007

'The nature of effective feedback – a review of the literature' by David Godfrey (UCL IOE) 2016

Appendix B – Marking Codes

SP	Spelling error
CL	Capital letter
\\	New paragraph
^	Indicates that something is missing
*	Sentence or phrase does not make sense
AD	Adult directed
AL	Adult led
CI	Child initiated
IW	Independent work
WS	With support

NB It is not necessary to use these codes in all pieces of work. For example, IW and WS might be useful to annotate in the book of a child with SEN, but would not be common practice in all children's books.