Feedback Policy

Date reviewed and approved by Governing Body: November 2021

Review period: 2 years or as required by the Headteacher

Next review due: November 2023

At Little Paxton, we recognise the importance of feedback as part of the teaching and learning cycle, and our aim is to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. 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*
- *sometimes include written feedback which should be given sparingly so that it is meaningful*
- *provide specific guidance on how to improve and not just tell students when they are wrong*

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, alternatives to written marking can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable and motivating.**

We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles in our Feedback Policy:

- the sole focus of feedback and marking should be to further children's learning;
- we do not write or pen the books unless it is to aid progress for learners or teachers;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than just comments provided at a later date;
- feedback is provided both to teachers and children as part of assessment processes in the classroom, and takes many forms other than written comments;

- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to children in lessons, allowing them to make good progress.
- All children's work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to **adjust their teaching** both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use the information obtained from this to allow them to adjust their teaching.

Feedback occurs at one of three common stages in the teaching and learning cycle:

1. **Immediate/live feedback** – at the point of teaching (formative)
2. **Summary/whole class feedback** – at the end of a lesson/task (formative)
3. **Review/ distant feedback** – away from the point of teaching and including some written comments (summative to issue a grade/level)

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 children. **As result of regular live feedback, progress/improved outcomes should be evident in the children's books as a result of immediate/live feedback.**

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** or to review children's targets.

At Little Paxton, these approaches can be seen in the following ways:

Type	What it looks like	Evidence (for observers)
Immediate / live	- Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc - Takes place in lessons with individuals or small groups or whole class (to address common misconceptions) - Often given verbally to children for immediate action - May re-direct the focus of teaching or the task	- Lesson observations / dips / learning walks - Modelling of success criteria / WAGOLL - Use of a visuliser to demonstrate expectations / highlighted success - Some evidence of penned annotations according to the marking code or some written feedback which should be given sparingly so that it is meaningful - Some evidence of the spellings identified written out 3 times by the children - Some evidence of **children responding to the immediate feedback with a**

	• May include penned / highlighted annotations according to the marking code • Incorrect spellings and grammar addressed consistently (as appropriate e.g. max 3 for KS1) • Consistently high expectations of presentation • <u>Consistently high expectations of **embedding basic mechanics in writing**</u> – <u>such as letter formation, finger spaces, capital letters and full stops.</u>	**purple pen** *(self-editing / independent editing would be in the normal handwriting pen/pencil)* • Progress is evident in books through a sequence of work • *May be* reflected in selected focus review feedback – see end of policy for Yellow Box technique R.M McGill
Summary / whole class	• Takes place at the end of the lesson or activity • Often involves whole groups or classes • May take the form of self – or peer – assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need – through us of whole class feedback sheets • Leads to adaptation of future lessons to enable children to make good progress and ensure skills are embedded	• Acknowledgement of work completed (LO penned against Learning Objective success) • Lesson observations / dips / learning walks • Timetables pre – and post – teaching based on assessment • Some evidence of self – or peer – assessment • *May be* reflected in selected focus review feedback – see end of policy for Yellow Box technique R.M McGill • Annotations / amendments made to planning • Progress is evident in books through a sequence of work
Review / distant	• Takes place away from the point of teaching • May involve written comments / annotations for childrens to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptations of tasks • May lead to targets being set for childrens' future attention, or immediate action	• Acknowledgement of work completed • Written comments and appropriate responses/action • *May be* reflected in selected focus review feedback – see end of policy for Yellow Box technique R.M McGill • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future grouping

Feedback Approaches:

1. **Immediate feedback** is the method we prioritise, particularly in EYFS via 1:1 or small group situations, and in from year 1 upwards this may also be given through an age appropriate, agreed set of simple symbols / highlight (see end of policy for marking code & symbols) as the teacher talks to a child. *The frequency would be unique to the needs of each child* and would include where appropriate:

> Step 1. dot in the line where the error is
> Step 2. give structured (symbol from marking code) feedback
> Step 3. direct and guide to help them understand where the error is and how to fix.

This approach fosters children's ownership of their learning and helps to develop more independent learners.

2. **Summary feedback** ensures all work is acknowledged by the class teachers, by 'penning' the LO (LO's are not always used in EYFS).
   - A green circle on the LO means that the child has met the learning objective for the lesson
   - A red circle on the LO means that the children has not met the learning objective for the lesson and will need to revisit the learning again
   - A green and a red circle on the LO means that the child has shown an understanding of the learning objective but it is not secure
   - A double green circle on the LO means that the child has reached standards for Greater Depth learning

Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated (an acknowledged LO is sufficient). This **feedback enables the teacher to adapt their practice to the needs of the children and enable the class teacher to identify the interventions that are needed to ensure children make progress against the learning objectives.**

Summary feedback may also be given through an agreed set of simple symbols (see end of policy for marking code & symbols) where appropriate. *The frequency would be unique to the needs of each child.*

3. **Review feedback,** in Foundation Stage & Key Stage 1, **will only lead to written comments for those children who are able to read and respond independently.** In some cases, the marking code may be used where this is understood by children (see end of policy for marking code & symbols). Where children are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance (to be read or actioned by the child at the earliest opportunity) can be offered which it has not been possible to provide during the classroom session. **In the case of groups of children having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.**

All feedback should be robust throughout the teaching stages of Writing Units and assessed against success criteria before the 'publication stage'.

With effective use of all three feedback approaches, the need for 'Deep Marking' should be dramatically reduced and used at the discretion of the class teacher for summative assessment to issue a grade / level.

Targets/next steps

A significant aim of feedback should be to **ensure that children are able to identify how they can improve their work or further their learning**. Targets/next steps are clearly set out through use of the marking code (verbally for EYFS in most cases) and some accompanying comments **where appropriate to the individual child.** There is no expectations that targets/next steps are updated on a fixed term, but these should be reviewed regularly by both children and teachers, and updated when they are achieved. Where targets/next steps remain for a long period, these should be reviewed to take account of a child's needs and progress.

Summative Assessment Points in the academic year

- **Reading**: 6 half termly Accelerated Reader assessments for years 3-6. Continuous bench marking for EYFS – year 2 and in addition to 3 termly SALFORD assessments for year groups 1-6.
- **Writing:** is assessed at the end of each three phased planned unit which informs 6 half termly assessment points
- **Standardised tests:** EYFS use the new bench marking assessment system. Years 1,3,4 & 5 use NFER, at the end of each term for Reading, Writing, Maths and SPaG. Year 2 & 6 use previous SATs papers and have slightly different timing to allow for 3 assessment points prior to the actual SATs tests.

Marking Code

Where written marking or annotations are appropriate to child and year group, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code. *Children are supported (through explanations and displays) to understand the code. The impact of the marking code is monitored and measured through teacher reflection, Phase Leader and Subject Leader 'book looks', learning walks and CLT monitoring.* The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

	Mark	Means
STEP 1 Default for most children	✔	Correct or Exceptional point /use of language
		Green highlight model examples of success criteria (use for WAGOLLs etc)
	⭕ ⚫	There's an error – can you fix it?
	➡	Target / Next steps / To improve I need to focus on
	SP 〰	Spelling error – copy out correct spelling three times
STEP 2 Quantity unique to children	P	Punctuation error
	G	Grammatical error
	CL	Find the missing/misplaced capital letters
	//	New paragraph / mark in where the paragraph is needed
	? ▬ ▬ ▬ ▬	Not clear. Rewrite this short section again to ensure clarity. Is it a full sentence?
	⬆	Up-level your work / vocabulary / phrase / expression
STEP 3 Quantity unique to children		Direct conversation to guide children in order to help them understand where the error is and how to fix it
When required Quantity unique to children		Highlight the top right hand corner of the page to indicate that this lesson was emergency cover
	S or I	The letter **S** or **I** to indicate if the work has been **S**upported or **I**ndependent

There are opportunities to use the Yellow Box method of marking where class teachers feel it is appropriate and that it would aid progression for children or the class teacher's planning and delivery of a sequence of lessons.

Yellow Box technique: Mark. Plan. Teach, by R.M McGill

The yellow box

Choose one area of a student's work to mark – just one section – and draw a yellow box around it. Mark it well and in detail, offering feedback (verbally or in writing) that is sophisticated and, above all, specific and diagnostic (see Section 1, Idea 2, p. 13). Avoid assessing the work by giving it a grade because this helps students understand that their work is in progress and 'zooms in' on one area to improve. The yellow box focuses students to act on feedback with a clear and specific framework.

The result? You work less. You mark less. You provide specific feedback. The student knows where to work and what to target. Improvements can be identified much more clearly to help aid student progress.

However, yellow boxes are only effective if:

- You allocate time for students to complete them. This could be in class (as an excellent flying start activity – see Section 2, Idea 6, p. 86) or as a specific homework activity, either to complete one particular yellow box or ensure they are all up to date.

- You check students have completed the yellow boxes properly and ensure they redo them if not. Do not accept sloppy or half-hearted work. However, be wary about how many attempts the students need to get things right. 'Mastery requires both the possession of ready knowledge and the conceptual understanding of how to use it.' (Brown et al., 2014) If students do not have the requisite knowledge, you may need to re-teach it.

Finally, the yellow box doesn't have to be yellow – don't get bogged down with the choice of coloured pens!