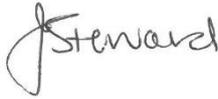




## FEEDBACK POLICY

<b>Formally adopted by the Governing Body of Sheringham Community Primary &amp; Nursery School</b>	
On	15 <sup>th</sup> October 2020
Chair of Governors	
Head Teacher	
Last updated	15 <sup>th</sup> October 2020
Review	15 <sup>th</sup> October 2022

***Be all that you can be...***



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## FEEDBACK POLICY

*“The most powerful single modification that enhances achievement is feedback.  
The simplest prescription for improving education has to be dollops of feedback”  
Professor John Hattie*

## RATIONALE

Our expectations are high; for our children to make the best possible progress, whatever their background or circumstance. We know that clear and structured feedback is a valuable tool in allowing this to take place.

It should be Kind (but honest), Helpful (so that...) and Specific (be precise).  
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
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Be delivered closest to the point of action; that is when it is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

At Sheringham Primary, we recognise the importance of feedback as part of the teaching & learning cycle, and aim 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.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. The DfE's expert group 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.

The purpose of feedback is simple; it is about:

**Moving learning forward** by;

- Highlighting and celebrating success
- Supporting improvement, maximising opportunities for effective learning within a lesson.
- Identifying next steps in learning

This rationale must be clearly understood and applied consistently for feedback to be truly effective. High quality feedback will be self-evident in its purpose and in its outcomes.

## PRINCIPLES

At Sheringham, we want our children to develop as independent learners, with an awareness of their own strengths as well as being skilled, confident and able to tackle areas for development. Therefore, it is essential that feedback;

- Generates a clear and informative dialogue between teacher, TA and child, responding to strengths and areas for development.
- Raises children's awareness of learning objectives, success criteria and targets that their work will be assessed against, using age appropriate vocabulary.
- Shows children specific ways they can improve, and crucially, they are allowed the time to do so, preferably within a lesson.
- Relates to the quality of children's own work, referring to the learning objective, not in comparison with other children's work.
- Is appropriate to the learning needs of individual children, to move learning onwards.
- Gives children a clear picture of their learning within a lesson and over time, showing that new learning is becoming embedded.
- Recognises and rewards effort, resilience and success.
- Improves children's self-confidence in peer and self-assessment, helping them to set 'next steps' in their learning.
- Feedback should empower children to take responsibility for improving their own work. Adults should not take this responsibility away by doing the hard thinking for the pupil.

Most importantly, feedback is given sensitively and within a well-established classroom climate, acknowledging that positive self-esteem is the most important factor in becoming a successful learner.

## PRACTICE

Whenever possible, feedback takes place with the child, during the lesson, providing the opportunity to act upon it straight away. Otherwise, feedback is given as soon as possible after the lesson.

Effective feedback needs to be, *"just in time, just for me and delivered when and where it can do most good,"* Professor John Hattie.

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 can take a number of forms:

### **Verbal Feedback**

This means discussion about the learning with the child. It is the most valuable form of feedback for all children (regardless of age or ability) as it is immediate, focused, personal and allows for greater clarity than written comments. It also allows for interaction between the child and the teacher or teaching assistant and, where appropriate, between peers, more easily identifying and gaps or mis-conceptions in learning. It may take place during independent work within a lesson, focused group work, in a session outside of the classroom or as part of target setting.

### **Written Feedback**

Both teachers and teaching assistants mark in red and initial comments made so it is clear whom the feedback came from.

All response comments, corrections or check marks made by children should be in written using purple polishing pen.

All work, including homework, will be checked against the learning objective. This is important as it sends a message to the child and the wider community that we value all learning. The teacher will demonstrate the fact that they have acknowledged the children's work by using a red stamp to indicate the learning objective has been met or a blue stamp to indicate that further work is needed. The symbols detailed in Appendix 1 should be used as the teacher works with the child. Stickers and house points should be used to praise effort or good learning behaviour. It is imperative that such notations are used consistently throughout the school. A highlighter pen may be used to draw children's attention to something particularly noteworthy, such as use of particularly effective vocabulary or a key moment in their learning.

### **Marking Approaches**

All work will be acknowledged in some form by class teachers. This may be through simple ticks or through the use of the marking codes (Appendix 1).

Any written feedback should be specific, brief and aimed at moving learning forwards. There is no requirement to write lengthy feedback comments if to do so would not have value for the child or impact on their learning. A lengthy next step comment is not necessary as misconceptions will be addressed in the next lesson. For example, an ideal opportunity for a next steps comment would occur at the end of a Literacy Tree unit of work.

It should:

- Be positive and celebrate effort and achievement;
- Relate to learning objective, success criteria or targets;
- Indicate next steps for improvement where appropriate;
- Be supported with time and opportunities within the lesson to reflect upon and engage with feedback.

In the Foundation Stage, teachers and teaching assistants will mark in red pen and initial. As the year progresses and the children become more confident and competent in their mark making, purple pen will be used when they make corrections or respond to feedback. If appropriate, a brief note of the feedback given will be written.

### **Other correction issues.**

- Not all work or every mistake will be corrected. To correct everything with a secretarial approach is usually counterproductive;
- For redraft and display purpose, children's work may be redrafted, spell-checked and amended to produce a 'final' copy but there would normally be an earlier draft available;
- A strong emphasis should be placed on age appropriate presentation and correct or age appropriate phonetic spelling in work which is used for display;
- Spellings may be selected for correction (by the child, peer or the teacher) based on what the child needs to learn next or has already learnt;

Key topic or subject specific vocabulary will be displayed and children are expected to refer to this to aid their written work. High frequency words, appropriate to age, will be displayed and there is an expectation that children will quickly learn to spell these words correctly. Where words are mis-spelled that children should know, an 'S' symbol is written near the word and children should use purple pen to correct the spelling.

Unfamiliar mis-spellings will be written correctly by an adult in the margin and children will use purple polishing pen to write the correct spellings underneath.

- Where children have specific spelling difficulties, adult discretion is encouraged to determine when, how & which spellings should be corrected.
- Rubbing out should be allowed to correct errors made whilst working and improve presentation although children should not rub out incorrect answers after marking but use the purple polishing pen to correct.

Ink stamps will be used after the lesson to indicate whether the objective for the lesson has been met successfully (red stamp) or whether further support is necessary in the following lesson or at another time (blue stamp).

Whilst looking at books at the end of the lesson, teachers will make notes on the key messages to feedback to children at the start of the next lesson using the proforma. This will be completed at the discretion of the teacher although it is recommended that the teachers complete at least two per week for English and two per week for Maths. Adult observation and discussion both within and after the lesson will also help to complete the Assessment Grid (Appendix 2). The purpose of this grid is to indicate, using children's initials, those children who have a mis-conception and the nature or those who require greater challenge or have shown particular successes.

Time will be planned into the next lesson for this to be addressed and feedback acted upon.

### **The Children's role:**

Wherever possible, children are encouraged to evaluate their own learning. In order to facilitate their independence as learners, children should have access to and, where appropriate, be involved in setting:

- Learning objectives
- Success criteria.
- Targets

Children must have regular opportunities for:

- Peer and self-assessment;
- Taking the initiative to make improvements.

A stick person drawn in purple pen is used at the start of the piece of work to indicate the child is working alone. When an adult supports during a lesson, they will add a red stick person and initial to indicate their support. After a teacher or teaching assistant has worked with the child during the lesson, they should put their initials.

At the end of the lesson, the child should evaluate their own learning against the learning objective by neatly writing, using purple pen, LO/, LO// or NMP.

### **Peer Marking**

From KS1, children are encouraged to support each other and provide focused feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work.

Children should be trained to do this and ground rules set and displayed (see Appendix 3), such as listening, confidentiality, etc. Children should first point out

things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment in another child's book in purple pen, which is then initialled. A symbol of two stick people side by side, using a purple pen, will be used to indicate peer marking has taken place.

### **Monitoring**

This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it consistently. The application and impact of the Feedback Policy will be reviewed within the whole school framework of learning walks and lesson observations and as part of regular book scrutinies conducted by the school's Leadership Team (LT), year teams, phase teams and by subject leaders. Feedback from this will be shared to enhance best practice and will also form part of judgements made for professional Performance Appraisal.

### **Review**

This policy will be reviewed at least bi-annually by staff and governors.

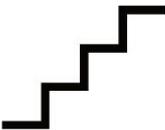
Next review: October 2022

## APPENDIX 1 – Marking Codes

### FOUNDATION STAGE

 <p><b>Supported work</b></p>	 <p><b>Independent work</b></p>	 <p><b>Peer work</b></p>
 <p><b>Next step</b></p>		

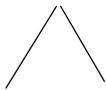
KEY STAGE 1

<p>L.O: ✓</p> <p><b>Learning Objective met</b></p>	<p>L.O: ✓✓</p> <p><b>Learning Objective securely met</b></p>	<p>L.O: NMP</p> <p><b>Needs More Practise</b></p>
 <p><b>Supported work</b></p>	 <p><b>Independent work</b></p>	 <p><b>Peer work</b></p>
 <p><b>Spelling error</b></p>	 <p><b>LO achieved</b></p>	 <p><b>Further work is needed</b></p>
 <p><b>Move On to something more challenging</b></p>	 <p><b>Next step</b></p>	<p><b>Strengths / successes / celebrations</b></p> <p><b>Highlighter for something special</b></p>

<p>.....</p> <p><b>“Never dodge a good word”</b></p>	<p>○</p> <p><b>Missing punctuation</b></p>	
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KEY STAGE 2

<p>L.O: ✓</p> <p><b>Learning Objective met</b></p>	<p>L.O:✓✓</p> <p><b>Learning Objective securely met</b></p>	<p>L.O: NMP</p> <p><b>Needs More Practise</b></p>
 <p><b>Supported work</b></p>	 <p><b>Independent work</b></p>	 <p><b>Peer work</b></p>
 <p><b>Spelling error</b></p>	 <p><b>LO achieved</b></p>	 <p><b>Further work is needed</b></p>
<p>.....</p> <p><b>“Never dodge a good word.”</b></p>	 <p><b>Next step</b></p>	<p><b>MO</b></p> <p><b>Move On to something more challenging</b></p>

<p><b>Strengths/ Success/ Celebrations</b></p> <p><b>Highlighter for something special</b></p>	 <p><b>Something is missing here</b></p>	 <p><b>Punctuation Error</b></p>
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## APPENDIX 2 – Assessment Grid

	<p><b><u>Whole Class Feedback</u></b></p> <p>Class:</p>	<p>Subject:</p> <p>Learning focus:</p> <p>Date:</p>
<p>Work to praise and share</p>		<p>Need further support</p>
<p>Presentation</p>	<p>Basic skills errors</p>	
<p>Misconceptions and next lesson notes</p>		

## APPENDIX 3 – Peer Marking

### Our Agreement on Marking Partnerships

When we become marking partners, we agree to:

- Respect our partner's work; they have done their best and their work should be valued.
- Ask our partners to talk about their work.
- Look at 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 with more success.
- Try to make our suggestions as clear as possible.
- Make our suggestions positive.
- Be fair to our partner and treat them as we would like to be treated.

