Feedback Policy

Rationale

The Education Endowment Foundation (EEF) cites effective feedback as intrinsic to pupil progress. Additional research such as the work of John Hattie (2011) suggests that quality feedback contributes towards increasing the rate of learning by at least 50%. We believe feedback should provide constructive review and advice to every child, focusing on success and improvement needs against learning objectives; enabling children to become motivated, reflective learners.

At Leeming, we know that effective feedback is eminently richer than 'marking work'. There are a myriad of ways we can give our children feedback on their learning – from live discussions in the moment to retrospective structured conversations; from peer response to whole-class-marking; from intervening and guiding to digital feedback – along with a host of other strategies.

We believe feedback and marking should provide constructive review and advice to every child, focusing on success and improvement needs against learning objectives; enabling children to become motivated, reflective learners.

"Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress." – DfE Workload Review Report

This policy should be read in conjunction with our Assessment Policy which recognises feedback as a part of the whole process of Assessment for Learning. It is also an aspect of school ethos in creating a positive classroom learning culture. As part of this, all work will be acknowledged, however, *not* all work will be marked in depth. Where tasks are not marked in detail, a simple tick (or 'VF') will be recorded to acknowledge that teachers have seen the work. The only exceptions to this relate to creative or personal reflective work within subjects such as Art and Music which pupils may not appreciate their finished pieces being directly annotated, or which was recorded digitally etc.

Principles

Feedback (including marking where applicable) is based around three key principles. It should be:

- **Meaningful** – varying by age group, subject, pupil and teacher needs
  - o Serving the single purpose of advancing pupil progress
  - o Helping teachers understand what pupils can do
  - o Ensuring and insisting upon consistent high standards
  - o Linking rigorously to success criteria presented in an age appropriate way
- **Manageable** – proportionate, (especially considering the frequency and complexity of written feedback)
  - o This includes avoiding extensive written comments and duplicating feedback (e.g. recording what was said verbally)
  - o Appropriate to the task in hand
- **Motivating** – marking should help to motivate pupils to progress.
  - o This does not mean being universally positive; sometimes short challenging comments or direct oral feedback are more effective.
  - o It is important to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress.

Live Marking, including Guiding and Questioning

This is the most effective form of feedback and has maximum impact when pointing out successes and improvement needs against the learning objectives / success criteria. It is usually interactive and developmental with skilful use of questioning to develop the pupils own review skills, knowledge and responsibility for next steps. It gives reassurance and a quick check on progress. The effect of teacher comments will be seen in a child's response in moving on to the next learning step.

Where possible, and in line with adaptive teaching practices, teachers and staff will work alongside pupils to intervene in the moment and keep learning 'on track'. This might include direct instruction, modelling, guided writing, practical maths learning with manipulatives, mini-plenaries, or adaptive groupings. The objective of these strategies is to help children to meet with success in their learning early rather than embedding misconceptions which are only picked up retrospectively when work is marked later.

Whole Class Feedback

Often, teachers (who will be constantly assessing for learning), will intervene and offer whole class feedback within a lesson. This might be to address a misconception, to share particular approach or to promote modelled improvements. A tool particularly used in KS2, and very suited to offering feedback for extended writing is Whole Class Marking (WCM). This involves the teacher reading all responses, and noting (usually on a formal WCM sheet) items of feedback that will particularly help to shape and drive the learning in the next lesson. Time is then allocated the following day to review this with the whole class; this will identify examples of great practice, misconceptions shared by the group as a whole, and targeted feedback for specific children who will usually form a group to address these. This is often coupled with self-marking (see below).

Self-marking and Self-evaluation

Children should be taught and encouraged to self-assess wherever possible – fostering independent skills and enabling them to take ownership of their own learning and improvement. Good practice is for teachers to involve children in developing success criteria against which they can evaluate their work. Throughout the lesson and at the plenary they can focus on this process as a way of analysing their learning and next steps taking a greater responsibility for their own learning as they mature.

If 'Criteria Sheets' have been used (appropriate to the majority of extended writing pieces) then self-evaluation will involve children using these to identify successes and areas for development as they reflect on their work. In other sessions, KS2 children will score themselves to show how they feel they have met the WALT / WIN. Next to this, the teacher scores their judgement of the child's achievement. [N.B. For some pupils who have specific Special Educational Needs, these self-assessment boxes (or even teacher scores) may be deliberately omitted – e.g. if they will act as a trigger for negative SEMH issues.]

Children will be encouraged (particularly in KS2) to use colour codes to link their work to the success criteria. Where underlines / annotations are recorded in **pink** (positive pink), they indicate good elements, where these are in **green**, they indicate areas for further growth (growing green).

Shared Marking

Shared marking is a useful tool to model the evaluation process against success criteria and also to annotate improvements to an original. This can be an example or an anonymous piece of work however within a supportive and positive classroom culture it should be possible to use real pieces of 'live' work. (Utilising visualizers or Pobble moderation platform can be useful).

Written Feedback

Wherever possible, written feedback should be swift, light touch and concise, since "there is little robust evidence to support the current widespread practice of extensive written comments" – DfE Workload Review Report. Simple annotations may be made to highlight particular successes or errors / misconceptions using the **pink** and **green** colour code described above.

If additional written comments are made, these should be clear and legible. Marking should relate primarily to the learning objective. Spellings will not always be corrected, as this can be demoralising and there is little evidence that simply seeing words re-written positively impacts future spelling practice. Teachers in KS1 and 2 will either tick off against success criteria sheets or, if marking shorter pieces, score work out of 5 according to how well the WALT / WIN objectives and criteria have been met for the session.

Response to Feedback

It is not always appropriate to set 'next steps' for children, and can create a perpetual cycle of pupils responding to marking, teachers remarking their responses, pupils correcting again etc. ad infinitum. (DfE Workload Review Report).

In addition, next steps often require new *teaching* to have taken place before children can be set challenge questions etc. These are therefore not a statutory feature of our marking policy.

However, marking has been shown to have impact when children have time and the expectation that they will address any errors they have made. In writing, this will generally be seen in pupils editing their work against the feedback (e.g. WCM, live marking etc.) which indicate changes need to be made, or editing in **pink** and **green** pencil crayon in response to feedback from the teacher. In maths, this will generally be seen in pupils having another go at any sums that they have got wrong, although sometimes these may not be returned to if the same objective is being taught in the next lesson, or if a specific intervention has been put in place.

Targets

We want children to be focussed on the specific learning of each session by having clear criteria for success in that session or piece of work (normally expressed through WIN). We work to train children to talk about what they need to improve in their learning with a focus on the current task in hand. This is in line with the statement "pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way" DfE Workload Review Report.

Personal targets may be set for children to focus on for particular aspects (e.g. SEN children) which are kept under review and inform provision; however, the replacement of 'generalised' targets with specific foci for learning in

Additional Information

Additional guidance can be found in our Briefing Paper – Assessment, and in our Implementation Guide – Feedback.

This policy should be read in conjunction with the school's Assessment Policy.

Appendix A – Editing Codes

The following codes may be used by children (or staff) as part of the editing process. They will normally be used as part of 'growing green', with a focus on how to further improve work.

(See below).

Editing Codes

Underlining Colour Code: Positive Pink, Growing Green

p___	Punctuation (may be followed with what needs to be corrected)
g___	Grammar (may be followed with what needs to be corrected)
sp	Spelling (key word may be underlined to be corrected)
//	Paragraphs
∧	Something is missing
✳	Gold Point!
✓	Well done / Correct
●	Incorrect
◎	Detail – description; feelings
👓	Look at this again

Additional Reference Codes:

VF	Verbal Feedback Given
G	Guided Work
TA	Teaching Assistant Supported
T	Teacher Supported

Self / Teacher Assessment

☐☐	Pupils will write their own assessment in the left box, teachers will assess in the right

5	Fantastic!
4	Excellent
3	Good
2	More Practice Needed
1	More Help Needed

Leeming RAF Community Primary School
'We care, We respect, We do our best'

Appendix B – Flowchart for Marking Written Work

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┌─────────────────────────────────┐
│ Learning focus identified and   │
│ children produce written work.  │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────────────┐
│ Will the children edit/redraft in next       │
│ session?                                      │
│ NO                                    YES     │
└─────────────────────────────────────────────┘
       │                                    │
       ▼                                    ▼
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NO branch:

Children check work and self-assess 1-5.*

Teacher uses pink/green pen to mark against learning outcome and provide feedback to child. Teacher gives an assessment score 1-5.

Teacher uses this information to shape next steps in learning, and to inform ongoing assessment (including formative and summative judgements).

YES branch:

Teacher reads each child's work and completes a whole class marking sheet, or other annotations.

Work is dated and ticked in pink in the margin/below piece of work.

In next session teacher delivers input re areas to develop to whole class/individuals.

Children edit/redraft/correct as appropriate then self-assess 1-5 against WINS to show level of confidence.

Teacher reviews work and completes teacher assessment score 1-5.

Children continue with next session of writing.

*KS2 only