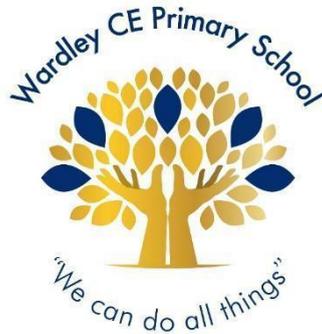


Wardley CE Primary School

Effective Feedback Policy



Name of Reviewer	Mark Foster
Date of Approval of Governing Body	May 2023
Signature of Chair	<i>Alan Johns</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	May 2024

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

1. RATIONALE

Wardley CE Primary School is committed to providing effective feedback to pupils, both orally and in writing. Research shows that effective feedback is a crucial factor in pupil learning, so this policy is of huge importance for Wardley CE Primary School. The 'strategic minimal marking' model, which we subscribe to states: 'Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve'.

2. PRINCIPLES OF EFFECTIVE FEEDBACK

Effective feedback should:

- Positively affect the child's progress.
- Be manageable for staff
- Be positive, motivating and constructive for children
- Allow specific time for the children to reflect and respond to feedback
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Relate to the essential threshold concepts & milestone skills of the work.
- Be consistent across the school and in all subjects
- Where feedback is written then it must be done in handwriting that is legible and a model for the child

3. EFFECTIVE FEEDBACK STRATEGIES

STREAMLINING FEEDBACK

- **USE IT.** Children must not just accept feedback – they must use it soon after it is given.
- **PING-PONG.** Children do a task. Give feedback to them. Children do the task again. Repeat this cycle.
- **SUCCESS.** Spot it and then swap it into another situation.
- **ONE BIG THING.** Limit feedback to the one big thing that will make a difference.
- **REPEAT.** Repeat this one big thing over and over.
- **SOLUTIONS.** Describe the solution and not the problem.
- **SUMMARISE.** Ask the child to summarise their feedback.
- **PRIORITISE.** Ask the child to identify and prioritise the most important part.
- **NEXT STEPS.** Ask the child to say what the next steps are.

CREATING A CULTURE OF FEEDBACK

- **DELIGHT.** Delight in errors. They are common and we can learn from them.
- **DIVE IN.** Get straight into practice.
- **WHO'S FIRST?** Do not ask for volunteers. Ask, 'Who's first?'
- **BE ME.** Ask the children, 'What would I say about it?'
- **PRAISE EFFORT.** Make it clear that any success is down to effort. Link to the Wardley way – courage & perseverance.
- **ENCOURAGE.** Instead of trying to motivate, show success and watch the children push a little harder.

PUTTING IT INTO PRACTICE

FEEDBACK FOCUS

At the start of each recorded piece of work in all subjects there must be a threshold concept and title that explains what skills and knowledge the children are going to work on developing. The feedback that is given will be based on these focuses.

In maths there is a specific lesson title from the Maths No Problem scheme which gives the focus in the pupil workbooks and in the journals the children make their own focus title.

In KS1 these focuses can be on a sticker. In other year groups it should be handwritten by the child.

The teacher must assess the extent to which the focuses have been met and then give feedback aimed at moving learning forwards. Feedback is given using the 'strategic minimal marking' model and the effective marking strategies.

STRATEGIC MINIMAL MARKING

The principle here is based upon adaptive teaching as outlined in the school's teaching and learning policy. It is important that the right level of feedback is given to a pupil; most pupils need a low level of scaffolding or prompts whilst a few might need more extensive modelling and structure.

All written work must be looked at by the teacher. However, any written marking must be minimal and strategic. The main feedback mechanism is verbal feedback at the start of the next lesson.

As the teacher looks through the work they can mark it in red pen against the focus. **Correct work can be annotated or ticked in red pen with very good features double ticked.** Areas for development or errors can be annotated, underlined or dotted in red (or green highlighter as appropriate). If it is an area then it can be highlighted in red brackets or underlined. **Teachers should also be picking up on other non-negotiable features such as presentation, spelling mistakes, use of subject specific vocabulary and grammar.**

Any focused comments that are written can be made in the margin or at the end of the piece of work. The effective feedback strategies should be used in giving this feedback.

When the work has been looked at the class feedback sheet should be completed (See Appendix 1). This forms the basis for the verbal feedback at the start of the next lesson. The feedback sheets should be kept in the class feedback folder. The nature of any feedback actions should also take into account the following model:

Cognitive domain	Action Type			Teaching Sequence
	Deeper learning ↕	Challenge	Later ↕	
		Reminder		
		Steps (instructions)		

	Basic learning	<i>Example</i>	Earlier	
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Any pupil's response to feedback should be done in green pen. Teacher's marking should be then done in red pen.

4. GENERAL POINTS

Marking During The lesson

Marking should be done with the children during the independent activity. The class teacher must make a professional judgement about how best to support the learning during the independent activity. Work can be marked with a child using a red pen whilst they are working and class feedback can be given. However, the work being marked must be the focus of that lesson (not another subject) and the child must be working at their own table.

Children should never be lined up to have their work marked at the front of the room.

Peer & Self-Marking

From KS1, children are encouraged to support each other and 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, such as listening, confidentiality, etc. The pairing of children should be based on ability and trust. The children should be given the opportunity to self-assess extended pieces prior to the teacher marking it through the use of success criteria. Pupils should also be given the opportunity prior to these pieces to do their own mini unaided success criteria to support them as a scaffold. The teacher must always check the peer marking.

I. Marking in pieces developed over a series of lessons

The expectation is that work is sometimes developed over a series of lessons. It is vital that work is not over-marked by teachers as it is developed as this will prevent effective re-drafting by the child. During the development of the work the focus should be upon self and peer marking and editing.

II. Absence

If a child is absent it should be recorded as absent in their book and dated. Where appropriate, a photocopy of another child's work can be placed in their book so that they have the opportunity to see what they have missed during the feedback at the beginning of the next lesson.

III. Maths Marking

The KS1 & KS2 maths is delivered through the Maths No Problem scheme. Every child has a pupil workbook. All the work in this is marked by the teacher in red pen. This is used to make comments and tick correct responses. Mistakes are identified either with green highlighter or a red dot. These are corrected by the children in green pens. Double ticks are used to identify very good maths work. Each lesson must be dated and if the child is absent it must be recorded as absent and dated.

The Maths journals are used to record the children's response to the 'In Focus' problems, any starter tasks and for challenge work. Any challenge work is identified by a gold star. One star is used for a standard challenge whilst two stars show it is an even more complex

challenge. All the journals are marked daily with a minimal strategic marking approach by the teacher in red pen. The marking in the journal is focused on mathematical correctness – all correct work is ticked and all errors are identified. Mistakes which need to be corrected are identified in the most appropriate way – either with green highlighter or in red pen. Double ticks are used to identify very good maths work.

Each lesson must be dated and if the child is absent it must be recorded as absent and dated.

IV. Marking EYFS and Key Stage 1

We value the use of immediate verbal feedback, particularly with the youngest children. This is always given using language appropriate to the age and stage of the child. We teach children that it is by making mistakes and taking on challenging tasks that they will learn and progress.

Verbal feedback will always be specific. E.g. Don't forget.... Next time you need to... Where appropriate staff will make a brief note of the conversation that they have had with the pupil this will be annotated with the words 'oral feedback.' E.g. Oral feedback about capital letters.

We believe that when feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should:

- Be positive, specifically identifying what has been done well using ticks and double ticks.
- Identify an area for specific improvement that needs to be corrected by the child either with a red pen or a green highlighter.

In KS1 effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEND will need support to enable this. Likewise tasks must be effective in improving work, yet brief in execution

V. End of unit assessment essential learning objective stickers.

These are used to make teacher assessment judgements against the threshold concepts that have been covered in the unit. They should be placed neatly at the end of the unit.

VI. Modelling Marking

Time should be spent modelling marking so that children understand why specific features have been identified as positive features. For example: why has this word or phrase been double ticked?

VII. Monitoring

Marking and Feedback will be monitored by the Senior leadership Team during their monitoring sessions. It will also be done on a regular basis by subject leaders and external consultants. This will form part of our annual monitoring cycle.

VIII. Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.



Wardley C E Primary School
Class Feedback Sheet

<u>Lesson subject & date:</u>	
<u>Lesson focus:</u>	
<u>Children with good examples of sentences or paragraphs to share:</u>	<u>Interesting or associated Vocabulary:</u>
<u>Common errors to address:</u>	
<u>Next Steps?</u>	<u>Pupils who need support /+action</u>

Appendix 2: KS1 Marking Code

Red pen tick - This work is correct

Red pen double tick – This is a really good section of work

Red pen dot/underlining or a green highlighter - a correction/improvement must be made to your work.

Punctuation and spelling errors are corrected as follows:

In Y1 staff give oral feedback on the error with the appropriate amount of support for the child to correct it.

In Y2 red pen is used to identify the error and an appropriate amount of support is given for the child to correct it.

Appendix 2: KS2 Marking Code

Red pen tick - This work is correct

Red pen double tick – This is a really good section of work

Red pen dot/underlining or a green highlighter - a correction/improvement must be made to your work.

SP in the margin –There is a spelling mistake on this line. A red line can be used by the teacher to indicate where the error is. The child must then write the spelling out correctly in the most appropriate place (next to word or in the margin) in green pen. Teachers' must use their judgement as to what spellings are corrected – age appropriate words should be spelt correctly.

P in margin or next to the error–There is missing punctuation. A red line can be used by the teacher to indicate where the error is. The child must correct it in green pen in the text.

G in margin or next to the error – Grammar mistake on this line. A red line can be used by the teacher to indicate where the error is. The child must correct it in green pen in the text.