



Feedback Policy

Should be read in conjunction with:

- *Teaching and Learning and Assessment Policies and*
- *Eliminating unnecessary workload around marking: Report of the Independent Teacher Workload Review Group, March 2016*

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Introduction:

Constructive marking and feedback raises standards and provides an accurate source for making assessment judgements. Marking and feedback (written and verbal) makes tracking of learning objectives more manageable and enables planning to fully meet the current needs of the pupils. It is also effective in building learning power by ensuring that pupils are increasingly aware of their progress and how they can improve.

Aim:

To raise the achievement of children by providing them with timely, frequent and focused feedback about their learning and next steps to enable them to make sustained progress.

Feedback Timetable:

Children will each be given at least one piece of detailed written feedback each week for core subjects (Maths, English and Science) and adults should aim to rotate through all children every week using the flexible grouping approach to teaching and learning in their lessons. This rotation will allow children to receive a balance of written and verbal feedback as well as the chance to work with different adults and independently. For foundation subjects this rotation may need take place over a longer period. It is expected that all pieces of work, in all subjects, will be acknowledge by the teacher

Quality Feedback

All feedback should have an impact on children's current understanding and progress towards their next steps. The marking should relate to the learning objective or success criteria. The school's feedback stickers are to be used to challenge children's thinking and their ability to demonstrate their understanding. Marking should directly link to a child's current target and these should be signed off when the child demonstrates that they are meeting them.

Formative Assessment:

All children should be working towards achieving the same learning outcomes, but the route they must take to achieve these will be defined by their own individual needs with individual success criteria ('Steps to success'). Learning objectives are used to show children what they are aiming to achieve by the end of each learning activity, while Steps to Success help them to see the route that they, as an individual, need to take to reach the goal. As such, all children work towards a common learning objective during a lesson, with Steps to Success (and support/scaffolding) differentiated to support each person on their journey. In practice this means that each child will have a shared learning objective but different groups/children will have different Steps to Success. Fluid flexible grouping should be used within lessons to enable children to receive timely feedback alongside their work and to address misconceptions quickly before the next lesson.

Learning Objectives

Learning objectives will be printed onto stickers and stuck into books before the lesson. If using the same objective on subsequent days then there is no need to reprint the objective, rather any marking should annotate the date of the work. To provide children with a chance to reflect on their own learning and record a response, the learning objectives will follow the following format:

Can I.....?

Steps to Success

Steps to Success should explain the steps that a child must take to reach the learning objective. Individualised success criteria must be included on the sticker underneath the learning objective. This should be made explicit to children before they begin their learning activities. It is acceptable for the children to help generate the success criteria and to write it on the sticker, or underneath it in pen. However, the teacher should consider those children who are unable to/ reluctant to write and ensure that the writing of the success criteria does not use up valuable learning time.

Response to feedback

Time should be allocated for children to respond to the feedback. This may be independent or with adult support, as appropriate for each child's developmental stage. The green response pens should be used for editing grammar, punctuation or spelling after feedback.

Marking Written work:

- Highlight areas that demonstrate the learning objective/Steps to Success in green
- Highlight areas for improvement with orange
- Give the child an improvement prompt at the end of the piece of work. These prompts may include a question for the child to answer (Example prompts: Tell us more...; Add...; Find a better...; Why...What would the character feel at this point)
- During lesson, when a verbal intervention has taken place, write DWC (Discussed With Child) in margin and briefly what was discussed. Alternatively, more independent children to write DWT (Discussed With Teacher) and to write what was discussed themselves.
- Any editing done after an intervention to be done in green pen by the child.
- For larger pieces of editing (e.g. improving a whole paragraph), children to complete on a piece of paper and stick over the original writing, ensuring it flaps open so the original AND the improvements can still be seen.

- Marking spelling, punctuation and grammar: As children progress through their Band, instead of directing them to their mistakes, either identify the line on which the mistake/s has/have been made, or just write how many mistakes have been made in total. Children must then identify them and correct in green pen.

Marking Reading:

- All teachers should have a flip over book in which detailed assessment on each child's reading is documented after each guided reading session.
- PM Benchmark records should be made half termly for each child using the recording sheets in the PM Benchmark files.
- Rising stars and past SATs papers for reading should be marked and the actual scores used to group children in reading and to set targets.

Marking Maths work:

- Answers that are correct, or areas that demonstrate the learning objective/Steps to Success, highlight in green. (This may include parts of questions where the answer is incorrect, but the calculation demonstrates understanding linked to the learning objective.)
- Highlight errors and misconceptions in orange to show the child where they can improve. This should be followed up with an improvement prompt, such as 'How do you know...','Prove this...','Can you show me another way...'
- For children who are able to identify mistakes independently, not all questions/answers should be marked, but a comment left after an appropriately selected section of work, such as 'Three of your answers can be simplified further. Find and fix them....' or 'There are three mistakes on this page. Find and fix them.' (Such comments should be left to promote strategies to check for secretarial mistakes within calculations, and not when there is a misconception in understanding evident.)
- Give the child an improvement prompt at the end of the piece of work, particularly those children who appear to have achieved the learning objective. Prompts should include questions such as 'What if... ' followed by a variation on the question, or 'How could I use this to calculate...'

Verbal Feedback:

If an adult works with a group of children, the adult should annotate the learning objective appropriately. The adult should provide oral feedback throughout the lesson and resultant conversations with the children may provide useful assessment evidence that can be recorded in flip-over books if appropriate.

Self/Peer Assessment:

For self/peer feedback to be accurate and useful, children will need to be taught the skills needed to analyse work.

The first step towards successful peer assessment is for a child to be able to reflect upon their own work. Once children are confident in commenting on their own successes and next steps they will be able to deal more considerately and accurately with other people's work.

The following guidelines are provided as a point of reference for teachers to use as appropriate with the children in their classes (from Bexley Primary Maths Team):

- Getting children to take ownership of their marking begins with teacher modelling, shared marking and the teachers own quality marking against the learning objective:
 - Identify success against the learning objective
 - Identify where improvements can be made against the learning objective
- Children (Yr2+) can identify successes against the learning objective then share them with a partner or the class. This raises self-esteem and motivation to continue to improve work.

- Next, children can identify 1-2 successes and 1 place where work could be improved against the learning objective and Steps to Success (orange for areas needing improvement and green for areas demonstrating the Steps to Success/learning objective. The teacher then adds an improvement suggestion at the end.
- Next step, as above but children make an 'on the spot' improvement.
- Children can repeat the process as pairs to find successes and improvement *together*. Children sometimes find this difficult at first

Monitoring and Review:

The Senior Leadership Team will monitor the implementation of the feedback policy in children's books on a half termly basis and teachers will receive written feedback with next steps. The quality of the feedback in books will form part of the triangulation judgement on quality of teaching and learning for teachers. Phase Leaders will make time to discuss good quality feedback during phase meetings (as per the staff meeting timetable). Subject leaders will also monitor the use of feedback in their subjects.



Barncroft Primary Feedback Summary

Codes to show level of support given and verbal feedback

Work Context	
N	No adult
I	Independent
P	Partner Work
T	Taught
DWC	Discussed with child
DWT	Discussed with teacher
FIF	Child to make respond/make corrections

Marks used for learning objectives:

After reviewing and highlighting the child's work, decide on where they are in relation to meeting the objective and highlight accordingly as follows:

Teacher Assessment of Learning Objective Success	
	Objective achieved
	Working towards
	Not met

Marks used to annotate work:

Highlighted work to show where:	
	This part of your work shows you are meeting the learning objective.
	This part of your work shows you have not yet achieved the objective.
	You have made a 'secretarial' mistake. This might be spelling, punctuation or grammar. Please make a change, using a green pen or pencil.