


# Barncroft Primary School



## 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*

Document Information			
<b>Policy Number:</b>	POL-C-005	<b>Created by:</b>	Deputy Head
<b>Reviewed by:</b>	FGB	<b>Responsibility:</b>	FGB
<b>Last Review:</b>	April 2019	<b>Next Review:</b>	April 2021
<b>Review Cycle:</b>	Biennial	<b>Ratified by:</b>	May 2019
<b>Signature (Chair of Governors):</b> 			

### Introduction:

Constructive marking and feedback raises standards and provides an accurate source for making assessment judgements about the effectiveness of teaching and the depth of children's understanding to be able to inform future teaching. 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.

### Aims:

- 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.
- To enable teachers to evaluate the effectiveness of their teaching and the extent to which children have achieved depth in their learning, therefore being able to diagnostically plan future lessons and to address misconceptions as soon as they arise.

### Feedback Timetable:

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. Annotated planning should reflect when children have been seen, and when they are the focus group for the start of the next lesson. For foundation subjects this rotation may need take place over a longer period. If a teacher has not seen their child's book, then the next time that they work with them, it is expected that they acknowledge that piece of work (in all subjects).

## **Quality Feedback**

All feedback should assess/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 and should identify and address any misconceptions. To have the most impact, this should be done during the lesson, with the children. The school's feedback stickers, including Bloom's sticker, are to be used to challenge children's thinking and application of knowledge and their ability to demonstrate their understanding.

## **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. Differentiated support should be given for each child on their journey. In practice this means that each child will have a shared learning objective but different groups/children will reach it in different ways. 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, giving fluid support where needed. ARE stickers can be used in Maths and Writing to show the linked Bands that children could be working at. These statements should be taken from Target Tracker.

## **Learning Objectives**

Learning objectives will be printed onto stickers and stuck into books. 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. Children can write the short date in the margin to show where the work has been continued. To provide children with a chance to reflect on their own learning and record a response, the learning objectives will follow the following format:

ARE stickers should follow the following format to show the journey across all attainment levels within the class, and the next year group to show where they are aiming for next:

*Can I.....?*

*Link ideas within and across paragraphs using a wider range of cohesive devices (Band 6)*

*Link ideas across paragraphs using adverbials of time (Band 5)*

*Use paragraphs to organise ideas around a theme. (Band 4)*

*Begin to use paragraphs as a way to group related material (Band 3)*

In the example above, (taken from end of year 5/beginning of year 6) blue is for stretch, green is taken from the ARE of the class, orange is taken from the year below the class and red are taken from ARE more than a year below the class. The stickers do not need to show the printed colours, as long as the bands are made clear.

## **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 during the lesson and responding to further questioning. Within Maths, green response pens should be used to edit miscalculations and to respond to teacher intervention and further questioning.

**Marking Written work:**

EYFS and KS1	KS2
<ul style="list-style-type: none"> <li>• Key strengths can be identified with the child: verbally, through a written comment or by using a green highlighter.</li> <li>• Areas for improvement can be identified with the child: verbally, through a written comment or by using an orange highlighter.</li> <li>• Marking spelling, punctuation and grammar: these can be identified with the child verbally, through short-hand code, or by using a pink highlighter. Children should be encouraged to find mistakes independently, if they are able to and correct or improve them in green pen. When marking SEND children, be mindful of the spellings they should know, compared to the spellings they have attempted.</li> <li>• During lesson, when a verbal intervention has taken place, write DWC (Discussed With Child) in margin and signpost to the changes that needs to be made.</li> <li>• Any editing done after an intervention to be done in green pen by the child.</li> <li>• 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.</li> <li>• Throughout a longer piece of writing, marking should be used to progress and improve the piece. E.g. <i>'Uplevel this sentence'</i>, <i>'Why have you used a certain word?'</i>, <i>'Now extend your sentence.'</i> This could be handwritten or through the use of stickers.</li> </ul>	<ul style="list-style-type: none"> <li>• Key strengths can be identified with the child: verbally, through a written comment or by using a green highlighter.</li> <li>• Areas for improvement can be identified with the child: verbally, through a written comment or by using an orange highlighter.</li> <li>• Marking spelling, punctuation and grammar: these can be identified with the child verbally, through short-hand code, or by using a pink highlighter. Children should be encouraged to find mistakes independently, if they are able to and correct or improve them in green pen. When marking SEND children, be mindful of the spellings they should know, compared to the spellings they have attempted.</li> <li>• During lessons, when a verbal intervention has taken place, evidence should be seen in the margin.</li> <li>• Any editing done after an intervention to be done in green pen by the child.</li> <li>• 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.</li> <li>• Throughout a longer piece of writing, marking should be used to progress and improve the piece. E.g. <i>'Why have you used a certain word?'</i>, <i>'How is your reader feeling at this point?'</i> <i>'Find another word for....'</i> <i>'Can you change the tone of this paragraph?'</i> This could be handwritten or through the use of stickers.</li> <li>• Further in-depth evaluations can be done (at the end of a learning journey) in a</li> </ul>

	<p>separate lesson to pull the children's thinking apart. The children should be taught how to evaluate their own work, looking at successes and next steps before then going on to evaluating their partner's work. These can also be shared with the class and modelled by the teacher.</p>
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**Marking Reading:**

<b><u>EYFS and KS1</u></b>	<b><u>KS2</u></b>
<ul style="list-style-type: none"> <li>Teachers should have a flip over book in which detailed assessment on each child's reading is documented after each small guided reading group.</li> <li>PM Benchmark records should be made for all children using the recording sheets in the PM Benchmark files. Time will be allocated to complete these. (every half term for catch up children, every term for every child)</li> <li>Any tests (including NFER)/ and past SATs papers, for reading should be marked and the actual scores used to group children in reading and to set targets. This should be completed half termly during testing week.</li> <li>Reading journals should be marked in line with the writing. However, questions that push the learning on should relate to the reading learning objective and target tracker.</li> </ul>	<ul style="list-style-type: none"> <li>PM Benchmark records should be made for all children using the recording sheets in the PM Benchmark files. Time will be allocated to complete these. (every half term for catch up children, every term for every child)</li> <li>Any tests (including NFER)/ past SATs papers for reading should be marked and the actual scores used to group children in reading and to set targets.</li> <li>Reading journals should be marked in line with the writing. However, questions that push the learning on should relate to the reading learning objective and target tracker.</li> </ul>

**Marking Maths work:**

<b><u>EYFS and KS1</u></b>	<b><u>KS2</u></b>
<ul style="list-style-type: none"> <li>Answers that are correct, or areas that demonstrate the learning objective-highlight in green. (This may include parts of questions where the answer is incorrect, but the calculation demonstrates understanding linked to the learning objective.)</li> <li>Highlight errors and misconceptions in pink to show the child where they can improve.</li> <li>Use orange stickers/ handwritten comments where mistakes have been made to unpick the misconceptions. E.g. <i>Show me another way to check your answer, Show your</i></li> </ul>	<ul style="list-style-type: none"> <li>Answers that are correct, or areas that demonstrate the learning objective-highlight in green. (This may include parts of questions where the answer is incorrect, but the calculation demonstrates understanding linked to the learning objective.) This can be highlighted by the children themselves as part of self-marking.</li> <li>Highlight errors and misconceptions in pink to show the child where they can improve. When self-marking is completed in class, children can begin to identify their own errors and mistakes. <i>'I noticed that I...'</i> This</li> </ul>

<p><i>working out, What mistakes can you notice?</i></p> <ul style="list-style-type: none"> <li>• Purple stickers to be used if producing additional problem solving questions.</li> <li>• Blue stickers/ handwritten comments can be used for reasoning questions, such as 'What if...' followed by a variation on the question, or 'How could I use this to calculate...'</li> </ul>	<p>can be discussed and shared as a class, celebrating mistakes and how they've overcome them.</p> <ul style="list-style-type: none"> <li>• Use orange stickers/ handwritten comments where mistakes have been made to unpick the misconceptions. E.g. <i>Show me another way to check your answer, Show your working out, What mistakes can you notice?</i></li> <li>• Purple stickers to be used if producing additional problem solving questions.</li> <li>• Blue stickers/ handwritten comments to be used for reasoning questions, such as 'What if...' followed by a variation on the question, or 'How could I use this to calculate...'</li> </ul>
<p><b>Inspire</b></p>	
<ul style="list-style-type: none"> <li>• Yellow books and practice books should be marked as above.</li> <li>• When Practice books are used, 'See Yellow book' stickers can be used to show where learning has been push on or pulled back, along with the corresponding date.</li> <li>• DWC would be used in Practice book to signpost where adult invention has taken place.</li> <li>• Incorrect answers in Practice books to be changed in green pen after invention.</li> <li>• Where Assessment books have been used for unit assessment, this should be completed independently and marks to be recorded in Mark books in relation to the long term plan.</li> </ul>	

### **Verbal Feedback:**

If an adult works with a group of children, the adult should annotate the margin where the conversation has taken place. The adult should provide oral feedback throughout the lesson and resultant conversations with the children may provide useful assessment evidence that can be recorded on annotated planning if needed. This feedback could be given through the input, or to the whole class. Therefore, the annotated planning will reflect this, showing possible changes to future planning. TAs should have their own copies of planning to annotate.

### **Monitoring and Review:**

The Senior Leadership Team will monitor the implementation of the feedback policy in children's books through learning walks, triangulation immersion weeks and through pupil progress meetings alongside the class teacher. On a half termly basis, teachers will receive written feedback on the quality of teaching and learning seen in the books. This will include questions raised and any subsequent actions. Teachers will be supported to meet any actions through coaching and advice from subject or phase leaders and the next book monitoring will include a follow up on the previous actions set. Any specific actions in relation to individual children will be evident in planning and will be raised in the next assertive mentoring with parents, forming part of the targets set during that meeting.

The quality of the feedback in books will form part of the triangulation judgement on quality of teaching and learning for teachers, and TAs marking will be commented on in book monitoring and will contribute to their performance management discussions.

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. All staff are encouraged to share good practice across phases. Annotated planning should be handed in at the end of the unit.



## Barncroft Primary Feedback Summary

### Codes to show level of support given and verbal feedback

Work Context	
I	Independent
P	Partner Work
T	Taught
TA	Teaching Assistant Taught
DWC	Discussed with child

Coloured stickers (when used)	
Blue	Greater depth questions or reasoning questions to push learning on.
Orange	To pull apart a misconception
Purple	Problem solving
Blooms	Should clearly state at the top of the sticker which category and colour accordingly.
VIPERS	Reading questions could be based around the VIPERS, coloured as per the poster.