

Oakdene Primary School



Feedback Policy

Policy Updated by: L.Young
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Oakdene – Growing and Learning Together

Oakdene Primary School believes that all marking, and feedback should be meaningful, manageable and motivating. All children are entitled to receive feedback which will have an impact on their learning. 'An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress.' (Eliminating unnecessary workload around marking; DfE 2016).

The process adopted at Oakdene is to ensure that all marking has an impact on children's learning, ensures effort, achievements and progress made is highlighted and acted upon, whilst also highlighting the necessary corrections that will ensure further progress.

Our children should know what they need to do to improve their work, and this should then be evident in future tasks.

POLICY STATEMENT/INTRODUCTION:

- Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.
- The Education Endowment Foundation research shows that 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
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons

Aims:

- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that children are encouraged to comment on and evaluate their work before handing it in or discussing it with the teacher
- Ensure children are praised when their work reflects the learning objective or success criteria.
- Provide children with time to act on the feedback they are given.
- Ensure teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- Ensure that teachers agree next steps with the child and follow up the agreed targets to see how much progress has been made (Assessment grids/1-1 conferencing).
- Ensure that teachers are selective in the aspects they choose to comment on.
- Ensure that teachers recognise effort as well as quality
- Ensure that teachers use the information gained through marking together with other information to inform future planning.

Pupil Voice

- Before creating our policy, we consulted our pupil voice and asked what they like seeing in their books and the type of marking they believe helps them to improve
- The children's responses were summarised as follows:
 - - They like to know when they are doing it right
 - - They like to know what to do to improve
 - - They feel that talking to the adults in the room about their work really helps
 - - They like to see ticks and dots, so they know which of their answers are right and wrong
 - - They like to show their work on the visualiser/air server
 - - They like the responsibility of marking their own work and discovering where they have gone wrong

Early Years

Marking and feedback in the Early Years will be verbal as much as possible, with children being praised for success and supported to develop further. Through discussion with children, all staff will ensure that children know why they are being praised and how it is relevant to their learning. Equally, specific comments will be used to further develop the children's skills, understanding and knowledge. Praise and specific comments will be used in child initiated and adult led activities. Within Early years, children will regularly be encouraged to reflect, saying what they think was good about their activity and how they think they could make it even better.

Teaching staff in Early Years record their observations and assessments in the children's workbooks/learning journey to support them in tracking a learner's progress and next steps.

Writing

Early Years and Key stage 1 use the high five approach as an independent strategy to check their work for non-negotiables. These are used with the children from nursery to Year 2 if appropriate. The aim is for the children to independently 'high 5' their own work to embed the basic skills of sentence building

Marking in KS1 and KS2

- All marking should be completed in purple biro or other purple ink, so it does not clash with children writing in blue ink or pencil.
- Yellow highlighter will be used to indicate feedback to the child from an adult– this will be used in relation to successful implementation of the success criteria used within the lesson. This may be a word / phrase / sentence / calculation or illustration of a concept which is correct.
- Class Dojo stamps can be used to provide children a quick visual indication of their work and progress. 1 dojo denotes good work; 2 dojos is for excellent work; 3 dojos for outstanding work.

Fast Feedback

Live marking/fast feedback is a method of providing effective feedback on student work while they are still in the process of completing it. This contrasts with 'traditional marking', where the teacher marks all their students' books outside of the lesson = distance marking.

The idea is to provide students with instant feedback on their work. It enables adjustments and improvements to be made whilst children are still engaged in the learning process.

Where possible, teachers and learning assistants will check on children's work whilst they are on task during a lesson/s. This provides children with immediate and pertinent feedback that is relevant and is clearly presented by the adult to avoid any misconception/s.

This marking should serve 3 main purposes:

- 1) To provide children with immediate feedback on how well they have worked linked to the success criteria for that lesson
- 2) To highlight any other aspects of their work that require praise (e.g. recently taught work being used effectively) or correction (e.g. spelling & punctuation errors).
- 3) To provide feedback on presentation

There is no expectation that adults will get to **every** child during a lesson for live feedback but approx. 6 to 8 children per lesson will have written feedback. Some books may still be checked after the lesson using the marking system in appendix 1.

Live marking / feedback must also be used to provide whole-class verbal feedback. This is most effective either in mini-plenary sessions or at the end of a lesson to go over the work completed by the class and provide feedback on the most common mistakes or areas of improvement. Perhaps even more effectively, it can address issues *mid-lesson*, giving students a decent chunk of time to apply new understanding.

Examples of effective fast feedback are as follows:

- Teacher will use a yellow highlighter to provide immediate feedback to a child / children within the lesson. This will provide affirmation and instant recognition of success criteria having been met. This feedback will be within the lesson and with the child present. Verbal feedback will also be provided at this time to explain why the success criteria has been met. This will be a discussion between the child and teacher. Ex: Why do you think I have highlighted this group of words?
- Children's work will be used to illustrate / exemplify a particular teaching point / success criterion – this will be through use of Air Server or a visualiser
- Teacher will revisit a teaching point from the day's lesson again based on initial evidence from pupil work and then ensure pupils have time to adjust or correct their work
- Identifying a common issue found in pupils' work and revising that concept briefly, again asking children to self-assess their work carefully for this
- Providing worked examples in the moment to address common misconceptions or provide clarification

Marking Outside of Lessons

Where teachers mark work without the pupil present, the symbols in Appendix 1 should be used to demonstrate corrections that children should make. Again, dojo stamps can be used to give quick feedback to children.

Staff do not need to write additional comments on pupil work. It is better practice for anything that requires extensive comment to be relayed verbally to the child at the next available opportunity.

In any piece of written work, key errors in grammar, punctuation and spelling should be identified. If children are making many spelling errors, the teacher should identify which spellings should be corrected by writing those words at the bottom of the page as such:

Streat – Str__t.

Children should be encouraged to identify which phoneme / letter string they need to add to correct the word.

Children will then be encouraged to spell this correctly at least three times.

Staff **MUST** ensure that when errors are corrected that the child then applies the correct spelling in their books after this point.

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Time must be allowed for children to revisit work and make alterations and corrections. This can be done at a time of the teacher's choosing most appropriate to that piece of work (e.g. end of that day's lesson straight after feedback; start of the next lesson in that subject; as a start of day activity).

Feedback Forms for foundation subjects

In each classroom, a folder is kept with feedback forms for each subject (see Appendix 2). These feedback forms should be filled in to keep a useful record of anything witnessed during live feedback or when checking books after lessons.

Work is scrutinised and notes may be made of work to praise and share, misconceptions that have arisen, children's work that needs individual attention and any interventions that may be needed for individual children. Focus is put on how this will impact future lessons. Class sheets are completed by teachers and feedback time is given as needed in lessons – this may be at the beginning of the next session.

In foundation subjects, feedback forms are used to inform future assessment. Children who have struggled with a lesson's content or shown particular depth of understanding are noted on the feedback form, which will then be used to help make judgements at the end of each term. This may include aspects of oral work within a lesson as well as written work in books or recorded on Seesaw.

Feedback forms do not have to include great detail – they are mainly working documents for the benefit of the teacher. They should be filled in for a unit or half-term of work. Teachers may be asked to demonstrate how their feedback forms have informed overall assessments in a subject.

Self-Assessment

Staff must use opportunities for children to self-assess their work or mark questions themselves. Marking and self-assessment should be done in green pen when writing and should be neatly presented.

When self-assessing according to success criteria and marking ladders, children will use pink highlighter.

When self-assessing children will be asked to mark according to success criteria used within the lesson.

Peer Assessment

As above, children will work in pairs / trios to peer assess their work. When this happens, children will do so collaboratively and not in isolation. Children will again use green pen and pink highlighter.

Corrections

Children are expected to go back over their work and make corrections as identified by staff. Corrections should be completed in green pen.

Identified spelling errors should be corrected 3 times at the bottom of the piece of work as illustrated above.



















Assessment

When children complete termly test assessments, these are to be **marked by the class teacher not the TA**. Both the raw score and scaled scores are to be uploaded to our Insight tracking system.

Question level analysis sheets for these assessments **do have** to be filled in. Teachers should always analyse the test papers in Reading, Writing and Maths to identify issues and feed these into planning and interventions as well as pupil progress meetings. Outcomes will also be shared with the English and Maths subject leaders to inform future CPD and planning.

Each term, when assessments have been completed, teachers will fill in a pupil intervention form to show target groups for interventions in the forthcoming term. This will be informed by the Insight tracking system and the analysis teachers have done on assessments. The intervention forms will be shared with senior leaders in a pupil progress meeting.

System for Marking Work

-  Work will be marked in purple ink.
-  All children in KS1 will use pencil unless ready to use a pen. All children in KS2 will use pencil and where / when appropriate, blue ink. School will provide appropriate handwriting pens. Biro is not to be used by children unless for corrections. Children should not write in stationery brought from home unless explicitly allowed.
-  When correcting work, children in KS2 will use a green biro to show where they have adapted their work.
-  Capital Letters missing or when not needed should be  circled by the teacher.
-  P Full stop or other punctuation missing or incorrectly used.
-  1/2, 3/4 or 5/6 is used to show where a word needs to be checked from the word list for their class
-  WC is used to show that a word has been used which could be improved upon or developed to improve the sentence.
-  DM is used to 'Deepen the Moment'. This could include upleveling a sentence, adding detail or changing a phrase for clarity
-  /\ (upside down v) words missing
-  // New paragraph needed.
-  ? shows that meaning is not clear and that editing is needed to improve clarity
-  VF will be used to indicate when Verbal Feedback has been provided by an adult. Yellow highlighter will also be used to identify where a discussion about the work has taken place with the teacher during the lesson.
-  'Sp' is to be written in the margin where a spelling mistake has been made on that line. The incorrect work or part of the word should also be underlined. See guidance above as to how the spelling is presented to children to correct.
-  For very basic errors, lack of effort or poor presentation, children may be asked to stay behind at break or lunchtime to complete or redo work as necessary. This is at the discretion of the teacher and depends on the needs and abilities of the individual child.
-  Dojo stamps should be used when work is to be praised. 1 for good work, 2 for excellent work, 3 for outstanding work.
-  If work is on Seesaw, it has been approved by the Teacher and suitable to be stored on Seesaw. A  from the Teacher on Seesaw is equivalent to a Dojo and should be recorded accordingly.

Oakdene Marking Codes

<u>Marking Code</u>	<u>Explanation</u>
○	This will show where a capital letter has been omitted
VF	Verbal feedback provided
SP	Spelling to check on this line
1/2 3/4 5/6	Common exception word
WC	Could a better word be chosen here?
DM	Deepen the moment – add significant detail
P	Punctuation is missing
T	Check the tense of the sentence – is there a mismatch?
^	Word/ words missing
//	New paragraph is needed
?	Doesn't make sense, re-write this
Dojo Stamps	1= Good work 2= Excellent work 3= Outstanding work

Oakdene Feedback – Subject

APPENDIX 2

<u>Topic:</u>
<u>General Misconceptions/Comments:</u>

<u>Date:</u>
<u>Focus:</u>
<u>Work to Praise:</u>
<u>Struggling to Meet:</u>
<u>Basics:</u>

<u>Basics:</u>
<u>Date:</u>
<u>Focus:</u>
<u>Work to Praise:</u>
<u>Struggling to Meet:</u>
<u>Basics:</u>

<u>Basics:</u>
<u>Date:</u>
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<u>Struggling to Meet:</u>

<u>Date:</u>
<u>Focus:</u>
<u>Work to Praise:</u>
<u>Struggling to Meet:</u>

EQUALITY IMPACT STATEMENT:

Under the Equality Act 2010, we have a duty not to discriminate against any person based on ‘protected characteristics’.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Whiston Willis.

MONITORING:

The practical application of this policy will be reviewed by subject leaders in consultation with the curriculum lead within school regularly. The effectiveness of the policy is demonstrated through subject leadership reports to governors which include impact statements on outcomes for pupils and the quality of teaching and learning.

Strategies to support effective feedback

A range of strategies / approaches should be used to ensure children receive high quality feedback at the point of learning. This list will be added to as practice and research develops.

Piles/book organisation

Visualiser

Whole Class Feedback Sheet

Individual / group feedback session

1-3 Scale Environment

Reactive planning

Quality questioning Honesty Sheet

1-1 Conference

Same Day Intervention

Used at the end of some lessons to organise books using comparative judgement. This is then used to inform the next lesson's planning, huddles and any intervention groups.

The visualiser is the most important tool when considering formative assessment in the classroom. This should be used regularly when looking at work and considering self and peer assessment.

Written based on previous lesson **when necessary** to make the children aware of any misconceptions, ‘things to share’, presentation WAGOLLS etc. This is to enable the children to then check their own work and edit where needed.

Based on information collected by the teacher, pupils will receive focussed feedback from staff as individuals or as a group if there is a theme that needs addressing.

Pupils will self-assess using the 1-3 scale. This can then be used by the teacher to consider their depth and accuracy of understanding.

Teachers must consider their environment carefully. Tables are to be set up to facilitate effective feedback at all times. (L shape and horseshoe)

Next steps - whole class teaching

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Questioning may be used throughout lessons to further deepen children's thinking and understanding

A self-marking tool available in maths for the children to check their understanding and support them in discovering where they may have gone wrong

Identified pupils will receive a 1-1 feedback session with the teacher/TA to discuss their writing in detail and clearly outline key points they can implement to improve

For identified children, a flexible intervention will take place as close to learning as possible, preparing the children to have full access to the subsequent lesson, and 'keeping up not catching up'

Marking in books across all areas of the curriculum – Y1-6

All work will be marked with ticks or dots to indicate whether it is correct or incorrect. This will be in green pen (teacher) or purple pen (self-marking by pupil) and will mostly be done throughout the lesson. Children will correct their work with purple pen, where appropriate, if the child has received any verbal feedback they will write VF first. There should be evidence of children correcting their mistakes to show they understand where they went wrong across all areas of the curriculum. Accuracy of subject specific knowledge and spellings are focussed on within foundation lessons.

History/Geography Essay – Children are guided to write a history/geography essay at the end of their unit which gives them the opportunity to demonstrate their knowledge. Each paragraph will be marked accordingly using marking symbols dependent upon success. Any partially or not achieved sections will be used by the teacher to inform future planning/ low stakes quizzing.

Science Learning Review – Children are guided to respond to all 6 lesson questions from throughout the unit to demonstrate the knowledge obtained. Each section will be marked accordingly using marking symbols dependent upon success. Any partially or not achieved sections will be used by the teacher to inform future planning/ low stakes quizzing.

In all areas of the curriculum, learning objectives will be marked with the appropriate symbol depending on whether the child has achieved, partly achieved or not achieved the learning objective. If children have partly or not achieved the objective action will be taken by the teacher in subsequent lesson.