



Folly View
PRIMARY SCHOOL

FEEDBACK FOR LEARNING POLICY

Rationale

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 the correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: Meaningful, manageable, and motivating. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core, a number of principles:

- The sole focus of feedback should be to move learning on and promote pupil progress;
- Feedback should be given at the earliest opportunity so that it can impact on future learning. Pupils should receive feedback either within the lesson itself or in the next appropriate lesson.
- Feedback should empower children to take responsibility for improving their own work. Teachers should provide opportunities for pupils to use and act upon feedback.
- Where there is an extended piece of writing or where new skills are being used independently, there is benefit to an in-depth marking of the work (e.g. phases 8 and 10 of the Writing Cycle).
- Written comments should be accessible to the children according to age and ability and should correspond to both strengths and next steps for learning.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that moves their learning on, and that teachers can gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons. We aim to develop a manageable and effective system of marking and feedback that assists in raising standards of teaching and learning.

Aims of Feedback

- To help pupils make progress.
- To provide strategies for pupils to improve.
- To give pupils dedicated time to reflect upon their learning and put the effort in to make improvements.
- To inform planning and structure the next phase of learning.
- To encourage a learning dialogue to develop between pupil and teacher, and pupils collaboratively.
- To encourage pupils to have a sense of pride in their learning.
- To encourage pupils to refine presentation.
- To correct mistakes with a focus on literacy and mathematics skills and strategies.

Feedback in practice

Feedback occurs at three common stages in the learning process:

1. Immediate feedback – at the point of teaching / during the lesson
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments where appropriate)

We believe that pupils make the most gains in lessons when feedback is immediate, and misconceptions are addressed at the point of learning. Research tells us that the most effective form of feedback is verbal and is that which happens 'in the moment' when the context is alive (*The power of in-lesson verbal feedback, Visible Learning Feedback, John Hattie and Shirley Clarke, 2018.*) We therefore provide a mixture of individual, group, and whole class verbal feedback during learning.

Forms of child-led feedback such as peer feedback, self-marking and self-review are vital. These types of summary feedback must be explicitly taught, modelled, and reviewed over time and become an integral part of the learning process. Where feedback is based on review of work completed, the focus will be on showing the children the successes they have achieved and giving extra direction to support or extend learners.

EYFS & Key Stage 1

Principles of marking and feedback in the EYFS & KS1

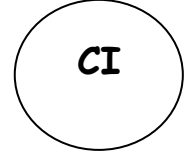
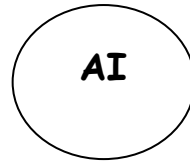
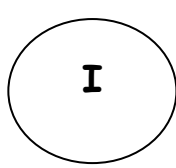
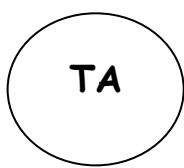
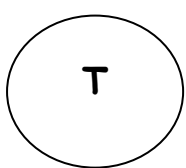
Much of the pupils work in the EYFS is practical and the marking of work is only a small component of the feedback role of EYFS Staff. Most of our feedback is given orally where, through carefully planned questioning, children are given next steps to move their learning forwards. Teachers identify learning goals and related success criteria (a maximum of three) at the beginning of each lesson, and these are shared with children using the acronyms:

WALT (We Are Learning To) and WILF (What I'm Looking For)

Within the EYFS, all AI work will have a WALT and children will also be introduced to WILF during the summer term. There are numerous opportunities for effective marking and feedback:

- Written comments on pieces of work in profiles and writing books
- Verbal, constructive comments during and after practical activities
- Adult led activity records
- Observation records
- Professional discussions between EYFS staff

With the increased number of staff responsible for feedback and marking in the EYFS, it is important that it is clear which member of staff has given written or oral feedback. This will be shown by staff initialling written pieces of work and both long and short observations. Staff will identify how a child's work was completed using the following symbols:



Supported
(T = Teacher, TA= TA)

Independent

Adult initiated

Child initiated

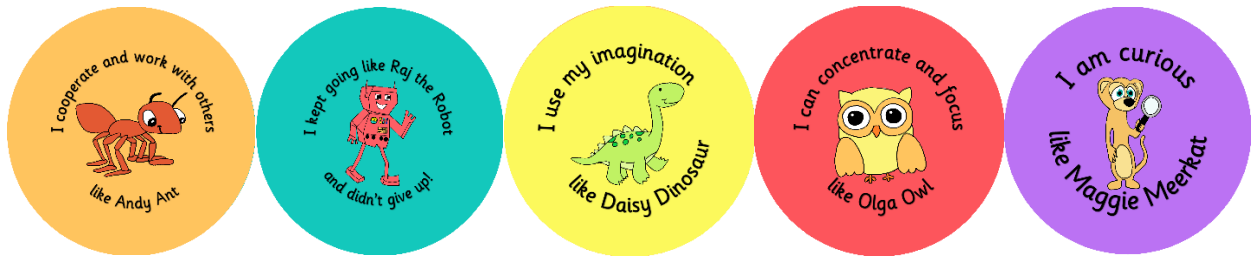
We use the highlighters: 'Tickled Pink' and 'Green for grow!' when marking pieces of work. The teachers mark the WALT and/or WILF.

When writing, teachers record what the child has written underneath and tick the sounds that the child heard and wrote independently in green pen.

If verbal feedback has been given, teachers will annotate the learning with the symbol VF.



In EYFS and key stage 1, descriptive praise should frequently include reference to children's demonstration of *Learning Muscles* (See Below). Successful learning is indicated with a 'Tickled Pink' line.







EYFS Profiles:

- All work must be dated
- Work should have a short comment/explanation if appropriate
- Photographs should be dated and annotated with a short comment about the learning.
- Adult led work should have the date, WALT and a short comment about the learning.
- Children should always attempt to write their name independently in class.
- Work should be annotated with staff modeling good handwriting (in blue pen).

Marking Codes for KS1









Whilst accepting that written marking of learning must be tailored to meet the ages of each child and the subject being marked, we do believe that a common framework is helpful. The "Everyday Essential" marking codes are to be displayed in every KS1 classroom and these are used by the teacher when marking and by the children when completing peer or self-assessment.

Everyday Essentials:

 <p>Use my phonics</p>	 <p>Full stops</p>	 <p>Finger spaces</p>	 <p>Capital letters</p>
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The success criteria (WILF) are placed at the top of each piece of work and teachers use this to mark work, highlighting them pink or green. Children use the WILF as part of self and peer assessment. Below are some examples of the success criteria (WILF).

English

 <p>Use my phonics</p>	 <p>Full stops</p>	 <p>Finger spaces</p>	 <p>Capital letters</p>
 <p>Use adjectives</p>	 <p>Spell common exception words correctly</p>	 <p>Re-read and check my writing aloud</p>	 <p>Edit and improve my work</p>


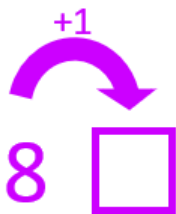
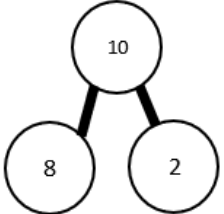
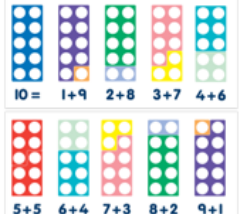

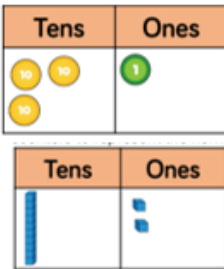
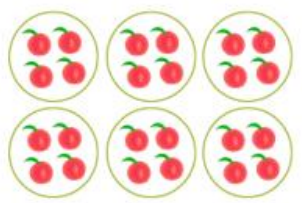
WALT are used to identify small steps for learning within the lesson. The focus may be on transcriptional skills such as handwriting or presentation as well as secretarial or compositional features, however no more than one WALT and four WILFs are expected per lesson. The idea is that children are able to achieve the targets relatively quickly and show the achievement across several pieces of work before the target is highlighted as met. As per the 'Five a Day' approach from the EEF, children in the class should all have the same WALT, however the success criteria (WILF) will provide scaffolding and challenge.

Marking codes for Key Stage 1

	Mark	Guidance
Spelling error	Underline in pink highlighter Sp in the margin for common exception words	For a spelling (e.g. they not thay) that you would expect to be correct for the age and stage of the child (max 3 per piece). The correct spelling may be given, or the child may be directed to a word mat depending on the age and stage of the child. This may be relevant for some Year 2 at the start of the year but should be common practice by the end of the year.
Capitals wrong	circle letter in pink highlighter CL in the margin	When expected to use capital for Year 1 and the start of Year 2. On the line which has the capital letter error to allow the child to find and edit the error independently towards the end of Year 2.
Punctuation missing or not needed	Circle punctuation or space where it should be in pink P in the margin	For punctuation that you would expect to be correct for the age and stage of the child On the line which has the punctuation error to allow the child to find and edit the error independently towards the end of Year 2.

Maths

A pink highlighter tick indicates correct answer. A green highlighter dot indicates an incorrect answer to a calculation. However, if a large number of errors have been made this would be addressed with verbal feedback and intervention as appropriate.

 <p>Count objects</p>	 <p>Count one more</p>	 <p>Use part whole model</p>	 <p>Work out number bonds for numbers with 10 systematically</p>
 <p>$10 - 2 = 8$</p> <p>Counting back when subtracting</p>	 <p>Use a place value chart</p>	<p>$1 + 19 = 20$ $20 - 1 = 19$ $19 + 1 = 20$ $20 - 19 = 1$ $20 = 1 + 19$ $19 = 20 - 1$ $20 = 19 + 1$ $1 = 20 - 19$</p> <p>Learn number fact families for addition and subtraction bonds to 20</p>	 <p>Make equal groups - grouping</p>

Key Stage 2

Our Approach - Where am I going? How am I doing? Where to next?

Children's Writing across the curriculum

Our approach to feedback is precisely selective and measured. We use assessment and feedback approaches to give children feedback on their writing:

TYPE	WHAT IT LOOKS LIKE	EVIDENCE OF IMPACT
Immediate – In lesson	<p>Check for Understanding</p> <p>Teachers use formative methods such as 'tracking and questioning' to gather data on children's learning while they work independently or with peers</p> <p>Through this process, feedback is continuous. Feedback is specific to next steps and provides a clear path to success. This learning dialogue can take the form of:</p> <p>Precise and quick individual feedback</p> <p>Mini- plenaries</p> <p>Focus group feedback</p> <p>Checking for Errors</p> <p>Teachers create an effective climate for learning where pupils feel safe to make mistakes and therefore develop a growth mindset about receiving and acting on feedback. Feedback can be about the task, the process or the self-regulation of the learner.</p> <p>Every Piece of Work (EPoW)</p> <p>Teachers and pupils co-construct the ESSENTIALS expected for Every Piece of Work (EPoW). These are the learned rules of writing that are clearly visible in the classroom environment and provide the starting point for pupils to proof-read their work in each lesson. They support self-assessment, self-regulation and independence.</p>	<p>Informal drop-ins as part of the school leadership monitoring</p> <p>Work scrutiny and learning conversations with children</p> <p>Moderation of writing across the curriculum</p>
Summary Feedback – after the lesson	<p>Teachers collect formative data about successes and next steps. This will identify the leverage point required to enable progress. This may inform class feedback and planning, or pupils may be grouped depending on their needs/ next steps.</p> <p><u>'The next step is the next lesson':</u></p> <p>The success in learning is celebrated and teachers teach children how to make improvements to their writing. They may have an opportunity to practice the improvement; they will then edit or redraft parts of their writing using PURPLE PEN.</p>	<p>Work scrutiny and learning conversations with children</p> <p>Moderation of writing across the curriculum</p>
Review Feedback -after the lesson	<p>When pupils have the knowledge of how to edit and improve their writing.</p> <p>Pupil's work that meet the knowledge objective or success criteria will be acknowledged. These should be <u>the very best short phrases or sentences</u> within the work.</p> <p>One specific part of the pupil's writing will be noted that needs improvement. This is likely to be different for all pupils</p> <p>'Close the gap' / 'Purple pen work' – The children must then be given the opportunity to read, reflect by themselves or with a partner and respond at the start of the next lesson.</p> <p>Children will work on their improvement in purple pen underneath the original piece.</p> <p>The marking code supports teachers' marking of the secretarial features of writing. Teacher comments/annotations should be made in BLUE pen.</p>	<p>Work scrutiny and learning conversations with children</p>
Self and Peer assessment	<p><u>Metacognition:</u></p> <p>Lessons contain opportunities for pupils to evaluate and assess their own writing using metacognitive language. Teachers' direct children to use performance and language-rich reflections to evaluate their progress and to understand their next steps.</p>	<p>Work scrutiny and learning conversations with children</p>
Summative	<p>This includes grammar tasks, spelling tests, end of unit or term tests or quizzes.</p>	<p>Data analysis</p>

Feedback in Mathematics

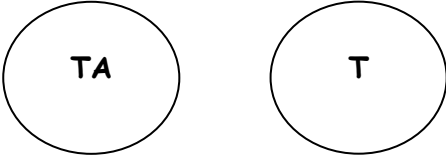
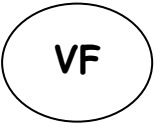


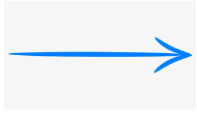
Feedback in mathematics is most useful when it is immediate, verbal and related to the process that a child is using

TYPE	WHAT IT LOOKS LIKE	EVIDENCE OF IMPACT
Immediate – In lesson	<p>Check for Understanding</p> <p>Teachers use formative methods such as 'tracking and questioning' to gather information on children's learning while they work independently or with peers</p> <p>Through this process feedback is continuous. Feedback is specific to next steps and provides a clear path to success. This learning dialogue can take the form of:</p> <p>Precise and quick individual feedback, mini- plenaries, focus group feedback</p> <p>Checking for Errors</p> <p>Teachers create an effective climate for learning where pupils feel safe to make mistakes and therefore develop a growth mindset about receiving and acting on feedback. Feedback can be about the task, the process or the self-regulation of the learner.</p> <p>Plenaries</p> <p>Teachers will provide children with focused feedback on where their misconceptions are and making it clear what is wrong and what to do to put it right.</p>	<p>Informal drop-ins as part of the school leadership monitoring</p> <p>Work scrutiny and learning conversations with children</p>
Summary Feedback - after the lesson	<p><u>Checking and correcting</u></p> <p>Before the end of the maths lesson, pupils mark their own work and identify their errors, usually using the process success criteria. Pupils use PURPLE pen to correct their errors</p> <p>Teachers will gather live data on children's errors and misconceptions and address these in plenaries. Self/peer assessed work will be acknowledge marked by the teacher.</p> <p><u>Metacognition:</u></p> <p>Lessons contain opportunities for pupils to evaluate and assess their learning using metacognitive language. Teachers' direct children to use performance and language-rich reflections to evaluate their progress and to understand their next steps</p>	<p>Work scrutiny and learning conversations with children</p> <p>Moderation of writing across the curriculum</p>
Review Feedback – after the lesson	<p>Teachers will use acknowledgement marking in maths. Correct responses will be ticked, and incorrect responses will be marked with a dot next to them. Pupils are expected to make corrections with PURPLE pen, either in the same lesson or the next lesson. If the incorrect response is due to a misconception, further teaching input will be provided.</p> <p>Teacher comments/annotations should be made in BLUE pen.</p>	<p>Work scrutiny and learning conversations with children</p>
Self and Peer assessment	<p><u>Metacognition:</u></p> <p>Lessons contain opportunities for pupils to evaluate and assess their own writing using metacognitive language. Teachers' direct children to use performance and language-rich reflections to evaluate their progress and to understand their next steps. Peer and self-assessment should be completed in PINK pen.</p>	<p>Work scrutiny and learning conversations with children</p>
Summative	<p>This includes end of unit tests and termly tests with gap analysis.</p>	<p>Data analysis</p>

Marking expectations

- Teachers and support staff should take every opportunity to give feedback on learning during the lesson with the children (written or verbal)
- Clear *Knowledge Objectives and Success Criteria* are used for tasks. These are explicitly shared with children so that they can understand their feedback in the context of this. Success criteria may be numbered or coded so that children, or groups of children can be directed to the success criteria which they need to work on.
- All learning receives feedback before the next lesson to inform planning and groupings.
- Where children have met the Knowledge Objective (KO) for the lesson, staff will double tick the statement at the top of the page.
- Where a child needs support with their learning, a teacher (T) or teaching assistant (TA) working with a group or individual, will mark the work using the appropriate code at the point support is given. They will also indicate the context of the support required.
- We do not use crosses to draw attention to incorrect learning, a dot is used. If written comments are used in relation to corrections, staff are encouraged to think carefully about the use of language.
- All adult comments must be clearly legible and should be easy to understand.
- Marking should celebrate children's success in a meaningful way. Therefore, we use *specific and descriptive praise* to feedback to children and avoid general statements like 'well done'.
- Where staff have provided Verbal Feedback 'VF' will be annotated in books to evidence the discussion.

Marking codes for Key Stage 2

	Mark	Guidance
Spelling error	Sp in the margin	For a spelling (common key words e.g. they not thay) you would expect to be correct (max 3 per piece) You may also want to select up to 5 words which you want the child to practice at the bottom of the work x3 times. Year 3 onwards although also relevant for some Year 2.
Capitals wrong	circle letter CL in the margin	When expected to use capital or missing letters independently On the line which has the capital letter error to allow the child to find and edit the error independently
Punctuation missing or not needed	circle punctuation or space where it should be P in the margin	For punctuation that you would expect to be correct for the age and stage of the child On the line which has the punctuation error to allow the child to find and edit the error independently
Change/improve word choice	underline with a wavy line	Related to vocabulary expectations at appropriate levels
Paragraphs	double forward slash	Shows where a new paragraph may be needed. Year 3 onwards although also relevant for some Year 2.
Support from		T= Teacher supported TA = TA supported Identifies where a child has received support.
Verbal feedback		When an adult has given verbal feedback
Achieved KO		Double tick in blue above the KO at the top of the page to identify KO has been met
Something to celebrate		Adult double ticks the word/sentence/paragraph that they are celebrating.
Next steps		Identifies next step for children