



## FEEDBACK TO LEARNING POLICY

### **Rationale**

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation. The research states that teachers should:

1. Lay the foundations for effective feedback, with high-quality teaching that includes careful formative assessment
2. Deliver appropriately timely feedback, that focuses on moving learning forward
3. Plan how pupils will receive the feedback using strategies to ensure that pupils will act on the feedback offered.

The Education Endowment Foundation research shows that effective feedback should be:

- **Meaningful** – Ensure the feedback is necessary and it furthers children's learning
- **Manageable** – Ensure children are able to act upon the feedback and it is manageable as part of teacher's workload
- **Motivating** – Feedback should encourage pupils to become reflective learners who make progress and give pupils clear steps to improve, so they are always sure of what they can do next

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.

### **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 to motivate and to promote pupil progress;
- Help to inform teachers planning, lessons and structure.
- Feedback should empower children to take responsibility for improving their own work and encourage pupils to have a sense of pride in their 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
- Written comments should be accessible to the children according to age and ability
- 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.

### **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 '**Key Learning**' (KL) are used for tasks. These are explicitly shared with children so that they can understand their feedback in the context of this.
- 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.
- Children's work is marked when needed to ensure children's progress is celebrated and misconceptions and errors are addressed
- 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 and be in **blue** pen
- Children are taught how to self and peer mark in **purple** pen
- 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'.
- Marking codes will be used consistently to ensure children's understanding of meaning and consistency across the school.

### **Feedback in practice**

Feedback occurs at three common stages in the learning process:

- 1. In the moment feedback** – at the point of teaching / during the lesson
- 2. Immediately after** – at the end of a lesson/task
- 3. Away from the point of teaching** – In the next appropriate lessons (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. 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**

### **Principles of marking and feedback in the EYFS**

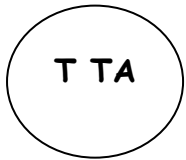
Much of the pupils work in the EYFS is practical and the marking of work is only a small component of the feedback role of EYFS Staff. Most of our feedback is given orally where, through carefully planned questioning, children are given next steps to move their learning forwards.

Within the EYFS, all work will have a KL. There are numerous opportunities for effective marking and feedback:

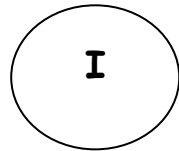
- Written comments on pieces of work in profiles and writing books

- Verbal, constructive comments during and after practical activities
- Adult led activity records
- Observation records
- Professional discussions between EYFS staff

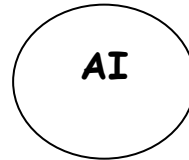
With the increased number of staff responsible for feedback and marking in EYFS, it is important that it is clear which member of staff has given written or oral feedback. This will be shown by staff initialling written pieces of work and both long and short observations. Staff will identify how a child's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



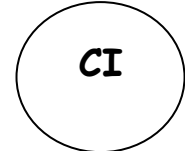
Supported  
(T = Teacher, TA= TA)



Independent



Adult initiated



Child initiated

We use the highlighters: '**PINK FOR THINK**' and '**GREEN FOR GREAT!**' when marking pieces of work. The teachers mark against the Key Learning.

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










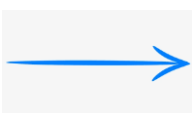
#### **EYFS Profiles:**

- 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, Key Learning and a short comment about the learning if appropriate.
- Children should always attempt to write their name independently in class.
- Work should be annotated with staff modeling good handwriting

<b>Type</b>	<b>What it looks like</b>	<b>Evidence of impact</b>
In the moment feedback	<p>Teachers use a range of formative methods to assess children's understanding. This maybe through questioning and class discussions, displaying children's working using the visualiser, mini whiteboards or live marking.</p> <p>Through this process, feedback is continuous. Feedback is specific to correcting misconceptions, next steps and provides a clear path to success. There are also opportunities for children to be challenged further.</p> <p>Often, in the moment feedback will help to guide teacher's flexible grouping.</p>	<ul style="list-style-type: none"> <li>➤ Children's progress</li> <li>➤ Learning walks</li> <li>➤ Books looks</li> <li>➤ Pupil voice</li> <li>➤ Moderation of work across the curriculum</li> </ul>
Immediately after	<p>Once the task is completed teachers may display and or discuss the answers or findings. This supports children to know instantly how they have achieved and give an opportunity to correct/edit any errors.</p> <p>Self or peer marking can be used to support this. Teachers direct and guide children to evaluate theirs and peers work. Pupils use purple pens to mark.</p> <p>Teachers will use this feedback to inform future planning and lessons as well as future flexible grouping.</p>	
Away from the point of teaching	<p>Pupil's work that meets the Key Learning and success will be acknowledged. Marking codes and short phrase or sentences will support this.</p> <p>Where further support is needed, teachers may write next steps, create another question, use short phrases and marking codes. Time is given in the school day to complete any corrections.</p> <p>Teachers will use this feedback to inform future planning and lessons as well as future flexible grouping.</p>	

	Teacher's marking and annotations will be made in blue pen.	
Summative assessment	This includes testing, low stake quizzing and end of unit or term tests.	<ul style="list-style-type: none"><li>➤ Data analysis</li><li>➤ Pupil progress meetings</li></ul>

## Marking codes for Key Stage 1 & 2

	<b>Mark</b>	<b>Guidance</b>
<b>Spelling error</b>	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.
<b>Capitals wrong</b>	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
<b>Punctuation missing or not needed</b>	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
<b>Error/improve word choice</b>	A dot or underlined with a wavy line 	Related to incorrect answers or vocabulary expectations at appropriate levels
<b>Paragraphs</b>	double forward slash 	Shows where a new paragraph may be needed. Year 3 onwards although also relevant for some Year 2.
<b>Support from</b>	 	T= Teacher supported  TA = TA supported  Identifies where a child has received support.
<b>Something to celebrate</b>		Adult double ticks the word/sentence/paragraph that they are celebrating.
<b>Next steps</b>		Identifies next step for children

