<u>**Springfields First School Feedback Policy**</u>

As a staff we believe children learn best when there are the highest expectations of their achievements and of the quality of their work.

This is achieved when children take pride in their work and therefore it is essential that the school has clearly defined and consistently applied approaches to the presentation and lay out of children's work and to the methods of feedback. We recognise that Assessment for Learning is a key and fundamental practice to ensuring the highest levels of progression for our children.

The Purpose of Marking, Key Principles and Beliefs

Marking has the potential to be the most powerful, manageable and useful diagnostic record of achievement. Shirley Clarke, 2001

The key purpose of marking is for the children's benefit to find out, as close to completing the learning as possible, what they have got right or wrong or what could be improved. It is essential that children are given time to respond to feedback. Children need to be given time to make improvements to their work and teachers must identify and allocate time for this in their planning. Children need to be trained via whole class and group marking to identify their successes and improvement needs.

By engaging children in the timely, purposeful feedback, they are given opportunities to develop their thinking skills and critical voice. Self-assessment and peer assessment, when managed effectively by the teacher, also build an atmosphere of trust and respect fundamental to the ethos of the school. Marking shows that teachers care about children's work. Questioning should be used to foster an interaction between the adult and child, giving feedback on the work they have done and guidance as to what the next step is. At Springfields Rosenshine's Principles in Action have been adopted to provide systematic feedback.

(See **Appendix 1** for whole school marking time table)

Classroom practice that supports effective feedback

Children should be made aware, through discussion, of the learning objective and success criteria for the feedback of a set piece of work. These should be reinforced as the lesson develops.

All work should start with the **written learning objective** (written and underlined by the pupil or the teacher/TA) **and should be dated** (written and underlined by the pupil or the teacher/TA).

Feedback may take various forms e.g. **direct and indirect questioning**, **peer marking, self-assessment, discussion** with the children or **written** away from the child.

Feedback must be manageable and focused i.e. questioning during discussions, marking within the lesson, marking against the objective being taught, reference to the success criteria where appropriate.
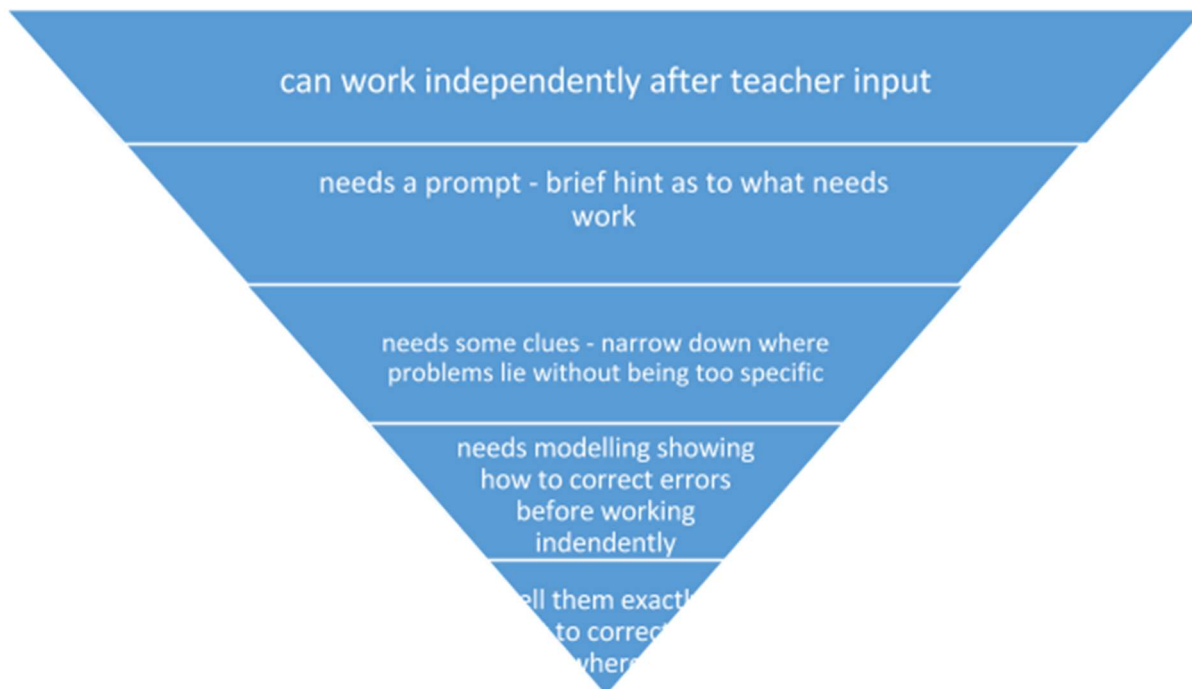
Types of feedback and good practice

Marking in books must be 'Mark less mark better' – pupils working harder than the teacher!

<u>**Feedback is a waste of time if it has no impact.**</u> The type of feedback used for a task should reflect the aim of the task set. Feedback should praise, but also give guidance, consolidation and challenge. It may help to think of next steps feedback as **intervention feedback**. The teacher steps in to **support**, **consolidate**, **accelerate** or **challenge**.

This is strategic minimal marking. The teacher is not doing all the work. They are guiding pupils on a case by case basis. For most pupils input at the beginning of the lesson will be enough but some will need a gentle nudge in the right direction, a few might need actual clues and a couple will need a lot

more help. Start with the assumption that all children can work independently given prior input and then increase the amount of intervention only if the pupil really can't get on without it.

Give children take up time; let them struggle for a bit, but above all, make sure they are the ones doing the hard work.

can work independently after teacher input

needs a prompt - brief hint as to what needs work

needs some clues - narrow down where problems lie without being too specific

needs modelling showing how to correct errors before working indendently

tell them exactly to correct where

At Springfields First School all work receives feedback. Teachers use a variety of questioning techniques to assess pupils understanding and provide constructive feedback. Teachers structure their lessons to allow opportunities for 'in the moment feedback'. This allows the teacher to quickly address misconceptions or to provide challenge. Pupils are encouraged to mark their own work and complete corrections. Teachers follow this up by providing **'light feedback'** in pupil books using the agreed marking code and completing a whole class feedback sheet. This sheet will be used to plan the next steps in learning. **(See Appendix 2 and Appendix 5)** These sheets should be stored in a class feedback folder.

Teachers will provide in depth feedback for 'cold' writing tasks at the beginning of a unit of writing and for 'hot' writing tasks at the end of a unit.

Marking will identify (in line with the objective taught) **positive points** about the work that is identified in **PINK** and **points for improvement** that are identified in **GREEN** pen.

Peer marking and self-assessment
Children need to be shown how to assess their own and each other's work in relation to the **learning objective**.

As much as possible children should be involved with **self-assessment**: marking their own work, using the traffic light system to indicate their assessment of their own understanding or by reacting to the marking of their work by the teacher.

Also by **peer marking** others work or by working collaboratively with a partner. Children need to have training and modelling in giving effective feedback. At Springfields First School comments made by children for peer marking are recorded on post-it notes.

Where self-assessment and peer marking are not written or annotated, children should be encouraged to find positive aspects of their/another's work and areas for improvement.
(See **appendix 3** Agreement on marking partnerships)

Marking codes
(See **appendix 4** Agreement on marking codes)

Once the learning intention has been made clear, the feedback has to be focused on that.

Marking by adults will identify (in line with the objective taught) **positive points** about the work that is identified in **PINK** and **points for improvement** that are identified in **GREEN** pen.

Children should **respond to improvement prompts in red pen** so that it is clear to the child, when they look back at their work that they have examples of improved/good work to use again.

If support has been provided then the supported part of the work should be marked with 'S' together with the initials of the person providing the support.

Spelling errors that need correcting should be underlined and the child should either use a dictionary to correct them or they should be given the correct spelling by the adult for them to practise several times.

The feedback given of a child's piece of work should be relevant to that child's stage of development as judged by the teacher.
Early Years
Ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals. Systematic observations and assessments of each child's achievements, interests and learning styles are made by staff. These observations are used to plan relevant activities and opportunities for each child. Feedback is given to the child verbally and also shared with parents and caregivers. Each child has a special folder to record highlights of their learning journey; parents and children are encouraged to contribute towards this book.

Remember
Not all work is to be given detailed feedback. However some recognition e.g. a tick, smiley face or a quick positive comment should be made to show the child that the teacher has seen work and so is aware of the work the child is doing.
All maths work needs to be marked, at the very least with ticks or dots, and children should be given time to go back and correct errors.

Appendix 1– Whole school marking time table

Class	Traffic Lights	Praise (pink pen)	Corrections (green pen)	Learning Objective	Success Criteria	Red Pen Response	Peer marking
Rec	�x Christmas	�x	�x	*	*	*	N/A
Yr1	�x	�x	�x	�x	�x	�x	N/A
Yr2	�x	�x	�x	�x	�x	�x	N/A
Yr3	�x	�x	�x	�x	�x	�x	�x
Yr4	�x	�x	�x	�x	�x	�x	�x

Appendix 2

Example for KS 2 maths lesson structure with feedback:

Teacher	Feedback	Pupil
Teacher delivers the lesson -	Teacher provides feedback on misconceptions – using questioning Teacher assess which pupils are ready to move to independent work	Majority of the class move to independent work – differentiated if needed
Teacher gathers a small group of pupils who through questioning have shown misconceptions	Teacher revisits areas of misconception –re teaches areas	Whole group start independent work
Teacher moves around classroom checking/ questioning/ providing feedback	Teacher speaks to individuals and provides feedback	Act upon teacher feedback
		After 5/6 questions teacher provides answers for pupils to check – corrections completed in red pen – could be peer marked
Teacher checks learning at the end of the lesson – challenges misconceptions, re models, provides challenge where needed – pupils mark own work/peer marked	Teacher questions whole class – provides feedback to whole group and individuals	Pupils demonstrate knowledge learnt
Teacher checks books – Use code to indicate support/ highlights areas of consistent misconception – notes to revisit either whole class or provide intervention support	Teacher completes class feedback sheet ready to continue next steps with the next lesson Identifies pupils who will need extra support - intervention	Attend intervention group if needed
Next lesson		
Teacher starts lesson with recap of previous learning, Work to praise/share, re visit areas of misconception, a challenge to complete using the learning from previous lesson - whiteboard	Praise Revisit misconception/mistakes	Reminded of previous learning Applying learning Retrieving learning from long term memory
Start main teaching – follow the same cycle		

Springfields First School Feedback Policy

KS 2 – literacy lesson

Teacher	Feedback	Pupil
Teacher delivers lesson	Through questioning Teacher provides feedback on misconceptions Teacher assess which pupils are ready to move to independent work	Majority of pupils start independent work
Teacher gathers a group of pupils who through questioning have shown misconceptions	Teacher provides further feedback – models/scaffolds	Whole group start independent work
Teacher moves around classroom checking/ questioning/ providing feedback	Whole group start independent work	Act upon teacher feedback
Teacher revisit learning at the end of the lesson Peer marking/self-assessment against a given success criteria	Questioning used to assess understanding – feedback given	Pupil demonstrates understanding
Teacher checks books – Use code to indicate support/ highlights areas of consistent misconception – notes to revisit either whole class or provide intervention support	Teacher completes class feedback sheet ready to continue next steps with the next lesson Identifies pupils who will need extra support - intervention	Attend intervention group if needed
Next lesson		
Teacher starts lesson with recap of previous learning, Work to praise/share, re visit areas of misconception,	Praise Share examples of good work Tackle misconceptions	Reminded of previous learning Applying learning Retrieving learning from long term memory
Moves around to support pupils/works with a small group	Verbal feedback/modelling	Pupils proof read work – correct spellings/punctuation
Moves around to support pupils/works with a small group	Modelling/verbal feedback	Pupils spend time editing work – using the teaching from the beginning of the lesson
Start main teaching – follow the same cycle		

Springfields First School Feedback Policy

KS1 – Maths lesson

Teacher	Feedback	Pupil
Teacher delivers the lesson.	Using questioning to assess the teacher provides feedback on misconceptions Teacher assess which pupils are ready to move to independent work	Majority of the class move to independent work – differentiated if needed
Teacher gathers a group of pupils who through questioning have shown misconceptions	Teacher revisits areas of misconception –re teaches areas	Whole group start independent work
Teacher moves around classroom checking/ questioning/ providing feedback	Teacher speaks to individuals and provides feedback	Act upon teacher feedback
Teacher works with whole class/groups/individuals to mark their works collectively	Individual/group/whole class feedback	Pupils act on feedback and correct work
Teacher checks learning at the end of the lesson – challenges misconceptions, re models, provides challenge where needed	Teacher questions whole class – provides feedback	Pupils answer questions demonstrate knowledge learnt
Teacher checks books – Use code to indicate support/ highlights areas of consistent misconception – notes to revisit either whole class or provide intervention support	Teacher completes class feedback sheet ready to continue next steps with the next lesson Identifies pupils who will need extra support - intervention	Attend intervention group
Next lesson		
Teacher starts lesson with recap of previous learning, Work to praise/share, re visit areas of misconception, challenge to complete using the learning from previous lesson - whiteboard	Praise Revisit misconception/mistakes	Reminded of previous learning Applying learning Retrieving learning from long term memory
Start main teaching – follow the same cycle		

Springfields First School Feedback Policy

KS1 literacy lesson

Teacher	Feedback	Pupil
Teacher teaches lesson through questioning they tackle any misconceptions and provide feedback to pupils	Teacher provides feedback on misconceptions Teacher assess which pupils are ready to move to independent work	Majority of pupils start independent work
Teacher gathers a group of pupils who through questioning have shown misconceptions	Teacher provides further feedback – models/scaffolds	Whole group start independent work
Teacher moves around classroom checking/ questioning/ providing feedback	Whole group start independent work	Act upon teacher feedback
Teacher revisit learning at the end of the lesson Peer marking/self-assessment against a given success criteria	Verbal Feedback/modelling	Revisit learning from the lesson Assess own learning
Teacher checks books – Use code to indicate support/ highlights areas of consistent misconception – notes to revisit either whole class or provide intervention support	Marks mistakes for proofreading Marks specific areas for editing IF the child requires it	
New lesson		
Teacher starts lesson with recap of previous learning,	Work to praise/share, re visit areas of misconception,	Revisit learning if needed – show understanding – whiteboard activities
Teacher works with specific group to support proofreading	Teacher given verbal feedback	Majority of pupils work independently to proofread work – correct spellings/punctuation
Teacher works with specific group to edit work	Teacher gives verbal feedback	Majority of pupils spend time editing work – using the teaching from the beginning of the lesson
Start main teaching – follow the same cycle		

Appendix 3 – Agreement for peer marking

Springfields Agreement on Marking Partnerships

When we become marking partners we agree to:

- **Respect** our partner's work because they have done their best and so their work should be valued
- **Try to see** how they have tackled the 'learning objective' and only try to improve things that are to do with the learning objective
- **Tell** our partner the good things we see in their work
- **Listen** to our partners advice because we are trying to help each other do better in our work
- Try to make our suggestions as **clear** as possible
- Try to make our suggestions **positive**
- Get our partners to **talk about** what they tried to achieve in their work
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair

Signed_____

Appendix 4

<u>Springfields First School Marking Codes</u>

Green pen = steps to grow/mistake   Pink pen = tickled pink/tick

S + adults initials = support

English Marking Codes (KS2 added to the margin)

CL = capital letters

FS = full stops

_____ = spelling mistake

≈ = grammatical mistake

⬤ = punctuation

// = new paragraph

Maths Marking Codes

√ = correct answer (pink tick)

• = incorrect answer (green dot)

Springfields First School Feedback Policy

Work to Praise and Share	Need further Support

Presentation	Basic Skills Errors

Misconceptions and Next Lesson Notes

Springfields First School Feedback Policy