

# **KEW WOODS PRIMARY SCHOOL**



**FEEDBACK**

**POLICY**

## **Rationale**

The purpose of this policy is to establish how the teaching team provide feedback to pupils. All members of the teaching team are expected to be familiar with the policy and to apply it the most suitable method to maximise progress.

Following DFE reviews, as a school we have been reviewing our marking policy and trialling reducing workload whilst improving the teaching and learning experience for pupils and teachers. This policy will be refined over the next academic year based on staff feedback and progress reviews.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. This research show that effective feedback should:

- Redirect or re-focus the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Acknowledge and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell pupils where they are going wrong

In this guidance there is no requirement that this feedback should be written.

## **Core Principles of our Policy**

- Sole focus of any feedback should be to further children's learning.
- Evidence of feedback including marking is incidental to the process.
- Written comments are only used where they are accessible to the pupils according to their age and ability.
- Feedback delivered closest to the point of action is the most effective, and as such feedback delivered in lessons is more effective than comments made at a later date.
- Feedback is part of our wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils work should be reviewed by the teaching team at the earliest opportunity so that it can impact on future learning. When work is reviewed, it should be acknowledged in books.

## **Purpose**

Feedback is an integral part of our assessment system. The three principles of effective feedback are that it must be:

**meaningful**  
**manageable**  
**motivating**

The sole purpose of these principles is to advance pupil progress and outcomes. If the feedback doesn't do this, we should stop doing it.

## **Feedback in Practice**

We give feedback in the following three ways (in order of decreasing importance):

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

Feedback can be a range of forms: written, oral, self, peer or group feedback. At Kew Woods we have an emphasis on real time marking, or “over the shoulder marking”, at the expense of marking when the work had been completed. The research and our own trial found that this encourages meaningful, manageable and motivational interventions by the teacher.

Other methods of feedback are often more appropriate and have more impact than written marking.

The teaching team are encouraged to use an increase of verbal feedback (VF); VF does not need to be recorded, as the impact of the feedback should be apparent in the pupils’ work over time.

Our new approach to marking may lead to a reorganisation of the teaching delivery and into a reorganisation of the curriculum itself. The timing of lessons may be altered to allow time for deep questioning, discussion and more instant verbal feedback.

The teaching team should look for an increase in and early detection of pupils’ misconceptions, which can be rectified immediately, thereby improving pupil progression and attainment.

It is essential that the teaching team provides constructive feedback to pupils focusing upon success and improvement needs against learning intentions. Quality feedback and marking acknowledges what has been learned, develops self confidence, raises self esteem, poses questions which encourage further thinking or clarity of understanding, encourages the learner to take the next steps and provides opportunities for self assessment, helping pupils become reflective learners. The early interventions to tackle misconceptions mean that teachers can now differentiate by input rather than by task, thereby improving learning.

### **Points to consider:**

- Clear objectives should be set, reinforced and repeated during the year.
- Pupils should have lots of opportunities to reflect and make improvements before the teacher is involved in the process.
- Pupils should work harder than the teacher.
- Self and peer assessment should be used regularly, with clear criteria, for age appropriate classes (can be useful tools that help to secure learning and progression).
- Regular opportunities should be planned in to develop their reflective and evaluative skills.
- Marking of pupils’ work must have an impact; otherwise teachers are discouraged from doing it.
- Teachers may keep brief notes recording the pupils they have focused on or add to their planning who they need to work with next, this could be on paper, or using technology (e.g. spread sheet on iPad as a running log)
- Any feedback to pupils should be age-related, so that the intended audience can understand what is said or written.

- Teacher should think about the type of task and plan the type of feedback that will have the most impact.
- Real time marking, or “over the shoulder” marking has a positive impact upon pupils’ learning and progression by tackling misconceptions early and giving the pupil an opportunity to correct errors immediately.
- Careful and deep questioning of pupils is more important than marking pupils’ work.
- Our younger pupils should discuss what they have got right and what they need to fix without the teacher reading a comment to them. The older children are self-marking and assessing their own learning.
- In EYFS, teachers will give feedback on the work with the pupil and use direct teaching to make improvements. The next piece of work completed will reflect any misconceptions or areas requiring focus.
- Work in EYFS should not be ‘marked’.
- Teachers have the freedom to determine the time they need to complete the work and allowed for much more flexible lessons which often went at a better pace.
- Time should be given within lessons to feedback and mark work with children. The pupils, where appropriate, should take more ownership, marking their own work and assessing whether they had met their learning objective and how much of the success criteria they had met.
- Paired marking should be utilised more frequently with a more able pupil to support understanding (marking partners).
- The teaching team may still write comments to support future learning if they feel it is appropriate. This method is particularly useful for longer pieces of writing.
- Marking ladders or success criteria can be used by both the teaching team and pupils in English to assess extended writing. This may be done in a face to face session or a guided session for younger pupils.
- More time is spent addressing misconceptions at source by discussing ways to improve outcomes with pupils.
- Photographs may be taken, particularly in foundation subjects, and used to enhance progress and make teaching points.
- From Year 1, objectives should be clear on the work so the pupils know what they are working towards (milestones are not required).
- Ego marking can lower attainment (praise, well done, sticker) and can reinforce meritocracy rather than set high expectations.

### **Pupil Responses:**

Following the completion of a task, pupils will use the traffic light system (RAG) to self assess from Year 1 onwards:

- **Red dot** - I have not achieved the learning objective and require support.
- **Amber dot** - I have achieved some of the success criteria / learning objective but require some support or reinforcement.
- **Green dot** - I have fully understood and achieved the learning objective.

### **Monitoring, Evaluating and Reviewing**

We are striving for a shared vision throughout the school community that all marking and feedback should be **meaningful**, **manageable** and **motivating**. Leaders have the confidence in the teaching team to conduct a professional assessment of pupils’ work; there is a real sense of trust and faith in their judgements.

This policy has been produced after consultation with the SLT and teaching team. Progress in books will be the focus of scrutiny by SLT (termly), in phase group meetings (half termly) and in Pupil Progress Meetings each term. This policy will be reviewed regularly with an evaluation of the modified approaches to feedback against their impact and effectiveness in achieving the core principles.

### Marking Symbols

Green pen to be used by teachers to indicate the work was marked by the class teacher if written marking is required. Marking symbols listed below can be used in written feedback. If used, the same symbols should be used across the school for consistency for pupils.

Mark	Meaning
I	Independent work
AL	Adult Led
AD	Adult Directed
CP	Continuous Provision
w/s	With support
.	Check this / incorrect (may include a circle around part of the work)
/	New line or space missing between words
//	New paragraph
→	Indicates where the pupils should look for improvements
sp	Spelling error (may put a ring around incorrect part)
CL	Capital letter missing
CLx	Capital letter not needed
P	Punctuation missing
VF	Verbal Feedback
Supply	Supply Teacher
T	Target
✓	Objective achieved (may put next to objective)
Green Highlighting	Example of objective achieved within the work - flourishing
Pink highlighting	Objective not achieved Area to develop / improvement area