

Feedback Policy

St Monica Primary School



St Monica Primary School
Inspire - Endeavour - Achieve

Approved by:	SLT	Date: 11 September 2019
Last reviewed on:	September 2019	
Next review due by:	September 2020	
Staff Responsibility:	SLT	
Governing Committee:	N/A	

Contents

Introduction	1
Key Principles:	1
Verbal Feedback.....	2
Written Feedback.....	2
Self-assessment and Peer-assessment	2
Learning Objectives (LO) and Success Criteria (SC)	3
Guided and independent work	3
Appendix.....	4
Marking Code	5
Examples of Effective LO and SC	6
.....	

‘The most powerful single moderator that enhances achievement is feedback’

Introduction

At St Monica Primary School, we recognise the great importance that feedback plays in the teaching and learning cycle. As a result, we aim to ensure the effectiveness of its use in practice.

The aim of this feedback and marking policy is to ensure that every child is given high quality feedback which enables them to make good progress in every learning episode.¹

Our policy is informed by evidence from the Education Endowment Foundation (EEF) and other authoritative organisations. It aims to ensure that our approach is consistent, with the necessary built-in flexibility to allow adaptation as required to meet the needs of the pupils and to ensure suitability for the task or subject being taught.

The EEF offers these principles of effective feedback:

- It should redirect or refocus either the teacher’s or the learner’s actions to achieve a goal
- It should be specific, accurate and clear
- It should encourage and support further effort
- It should be given sparingly so that it is meaningful
- It should provide specific guidance on how to improve and not just tell students when they are wrong

The Department for Education has stated that any written marking should be **meaningful, manageable and motivating**. In our approach, we have also noted the advice provided by the National Centre for Excellence in Teaching Mathematics (NCETM), that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. At St Monica Primary School, we believe that marking should not take necessary time away from deep consideration of teaching approaches, task design, and adapting teaching based on the feedback we receive by reading and considering the completed work; therefore, we believe it should only be used when it is the most effective feedback tool to support learning.

Key Principles:

This policy is formed with regard to the following core principles:

- The sole focus of feedback and marking is to move the learning forward.
- Evidence of feedback and marking will be clear from the responses of the children; therefore, no special evidence is created for ‘verification’ purposes.
- Written comments must only be used if they are accessible to children according to their individual needs. Symbols or highlighting may be used in place of written comments where appropriate.
- Feedback ‘in the moment’ is most effective.
- Delayed feedback (such as written marking after a lesson) is best used to deliver individual feedback, only when that feedback can’t better be delivered in small groups or to a whole class through responsive teaching.
- Feedback forms part of the wider assessment processes at St Monica Primary School.
- All pupils’ work must be reviewed at the earliest opportunity to ensure the greatest chance of impact.

¹. At St Monica Primary School, we believe that neither learning (the transfer of knowledge to long term memory) nor the completion of specific learning activities are necessarily completed within an individual timetabled lesson, hence the term *learning episode*

High quality and effective feedback should be delivered in a timely manner so that both teachers and pupils understand where they are at in their learning journey, and what the next steps are.

Feedback may be delivered in the following forms:

- Verbal feedback
- Written feedback (marking), which may include marking codes
- Self-assessment (usually after explicit teacher modelling)
- Peer-assessment (usually after explicit teacher modelling)

No matter the form of feedback, it should identify not only where pupils need to improve their work, but also where they have been successful. The clearest evidence that feedback has been given is the use of the green polishing pens which pupils use to edit and improve their work on the basis of the feedback given.

Verbal Feedback

In order for feedback to have the greatest impact, it should be delivered – as much as possible – in the moment. This means that the overwhelming majority of feedback will be verbal feedback delivered either to the whole class, to small groups of children, or individually to specific children. Verbal feedback and dialogue should be embedded within every session. The feedback will almost always be specifically targeted towards ensuring pupils are developing their expertise in fulfilling the lesson objectives.

When it is appropriate to do so to support the child to act on the feedback, a brief written note (live marking) may be needed in support of the verbal feedback.

Written Feedback

Very brief written feedback (live marking) may be provided during lessons; it may also occur away from the point of teaching. Written comments must only be used if they are accessible by a child; if they would not be accessible to a child, then verbal feedback - possibly supported by symbols and colour coding - should be used instead.

Written feedback can include written comments in sentences and note form, and the use of a coded marking system. The agreed code is included in the appendix to this policy.

It is important to understand that written marking does not have to encompass an entire piece of work: it might only focus on a specific section of the learning (from a given learning episode) since that is where the teacher feels the pupil needs to focus their attention to develop their understanding.

When written feedback takes place, it should be completed by in PINK pen by teachers, and in BLUE pen by teaching assistants.

In addition, a GREEN highlighter may optionally be used to supplement any written marking (codes or comments). The highlighter can be used to indicate “green for grow”. It indicates where pupils need to pay particular attention when editing or improving work.

Pupils may also use it when peer or self-assessing.

Self-assessment and Peer-assessment

Dylan William states that two of the five key strategies necessary to improve learning through formative assessment are *to activate learners as instructional resources for one another*, and *to activate learners as owners of their own learning*. Pupils will not become effective, self-motivated learners unless they are able to self-monitor and regulate their learning, nor will they do so unless they can learn from each other and help each other to capture mistakes or suggest improvements in each other’s work.

The process is best undertaken after modelling or as part of a guided session, and can lead to significant improvements in pupil independence. A model of gradual release is ideal, with the process more heavily guided to begin with, but with the aim of pulling back over time so that pupils develop their independence and resilience.

It should be noted that one implication of the process of using peer and self-assessment is that after doing so, individual pieces of work may occasionally appear to be worse to an external observer because pupils are still developing their capacity to spot areas for improvement themselves. However, these are rich areas for discussion in the classroom and for further feedback that should lead to **sustained improvement over time**.

Pupils may occasionally write comments or use highlighters when assessing their own or others’ work, but the majority of the assessment process should be **about taking action to edit and improve work**. As a

result, the clearest evidence of self and peer assessment is the use of the green polishing pens. A brief comment should be written after any episodes of self and peer assessment:

Self-assessed

Peer-assessed with [first name]

Ideally, pupils should regularly also reflect on the process after completion to develop their meta-cognition. This may be through discussion, but should sometimes be written in the book. A simple reflective comment in an English book might include, *“I added in a couple of superlatives to make the reader think my product was better than anyone else’s, and more imperatives to make the reader feel like they needed to take action and buy it immediately.”*

Learning Objectives (LO) and Success Criteria (SC)

The overwhelming majority of feedback should be specifically targeted towards pupils deepening their understanding of the learning objective (LO).

Success criteria (SC) are used to break down the steps to success so that pupils know what to do to be successful.

SC may be printed on a small slip of paper or sticky label so that pupils have them in their books to refer to. However, this may not always be the best way to present success criteria. SC are often more powerful when generated through discussion with the pupils. In this instance, it is down to teacher judgement whether they are best written into books, or to remain prominently displayed.

In some subjects, such as English, SC may build up over time. For example, if pupils are learning to write persuasively, pupils will be developing an understanding of authorial intent and understanding the “author’s toolkit” for writing persuasively. In this instance, the English ‘working wall’ is referred to by pupils (through prior discussion with the teacher) and these are the steps to success to ensure engaging persuasive writing. This means that SC will not always be written or printed in the books, but it should be evident from the feedback provided, and the subsequent improvements made by the pupil.

We firmly believe that LO and SC should be used in such a way as to have an impact. They must be referred to in all learning, but won’t always be presented in an identical format. A suggested format for a printed slip is included in the appendix.

Success criteria will most commonly be referred to as “steps to success” for the children, and will usually be phrased as steps that children “choose to” use (for more open ended tasks), or that they must “remember to” use.

Examples of effective LO and SC are included in the appendix.

Guided and independent work

If work has been guided by an adult, it should be annotated clearly on the work as a G with a circle around it. All other work will be considered independent.

Appendix

LO and SC suggested format

These are a suggested format that should be adapted as necessary. For instance, if a WWW and EBI comment is not going to be written for all pupils in a learning episode, then this should be removed (and many teachers will prefer to write it at the end of a piece of work).

In addition, pupils might not be “RAG” rating their work each time to avoid it becoming a repetitive, procedural task to complete, rather than a useful thinking exercise.

Another possible adaptation might be to add in a Self/Peer, and Teacher column for both pupils and teacher to RAG the success criteria.

KS2 Completed example

Learning Objective: To use cohesive devices within and across paragraphs	
Context: The Giant's Necklace	
1: I can identify, list and spell a range of cohesive devices	Pupil RAG
2: I can use cohesive devices to link ideas with a paragraph	Pupil RAG
3: I can use cohesive devices to bring together different ideas across paragraphs	Pupil RAG
WWW:	
EBI:	

KS1 LOs and SC will be modified, simplified versions of the above.

Marking Code

These symbols can be used to specify exactly which words, phrases or sentences need attention, or, to build greater independence over time, they may also be used in the margin with pupils identifying for themselves which parts need specific section. A child friendly format of the below can be stuck into English books, or as a bookmark to support children to respond appropriately.

KS1	KS2
WOW! = great word choices or sentence	WOW! = great word choices, or a section that really shows off the learning objective
 = conjunctions needed	/ OR  = Finger spaces / words too close together.
 = Finger spaces	G = Grammar
 = segment to help you spell the word	P = Punctuation
 = Writing on the lines	Sp = Spelling
 abc = letter formation	V = Vocabulary – think about your word choices. What would be more effective?
CL = Capital letter(s)	X
 = . ! or ? in the circle for missing punctuation	<i>plethora</i> = This word does not work, or it does not mean what you think it does. Try another one.
Sp = Spelling	// = Paragraph (but, ideally, pupils should be prompted in a more open ended way to identify paragraph endings themselves).
^ = missing word or words	^ = missing word or words
? = Not clear: please rephrase	? = not clear: please rephrase
Tense = Check tenses (present and past)	*{ = Edit the section covered by the curly brackets (in response to adult, peer, or self-assessment against the SC).
	 = Writing on the lines
	Tense = Check tenses
	 = cohesion, including adverbials and conjunctions need attention

Examples of Effective LO and SC

Effective success criteria (referred to as “steps to success” with the children), are usually one of two options:

- 1) A reminder of the steps required to complete a task or procedure (as in a mathematical procedure)
- 2) Ingredients which either must be used, or could be used in order to help the child achieve the LO. These are phrased as “Remember to” or “Choose to”.

SC are essential to provide a framework for formative assessment dialogue with adults or peers. Children can refer back to the SC and find and discuss evidence of each one in the task being evaluated. If any of the SC have not been used, then this may form the basis for a child’s next steps and may be written as a personal target for the future.

LO – To write persuasively

Context: Radio Advert

Steps - Remember to include:

- Superlatives
- Adverbs to modify adjectives
- Imperative verbs
- Evidence / elaboration for each point.
- Addition + Cause/effect adverbials

LO – To construct a line graph

Context: Heart rate during exercise

Remember:

- Title
- Label x and y axes
- Equal intervals
- Plot the points carefully
- Connect the points

LO: To perform a poem to an audience

Context: Poems about bullying

Choose to use (for effect):

- Vocal range
- Varied pace and rhythm
- Facial expression to convey emotion
- Use of posture and body language
- Move around the performance area
- Eye contact