

The Bishops' C of E and RC Primary School



Feedback Policy 2021

1. Introduction

At The Bishops' we recognise the importance of feedback as part of the teaching & learning process, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking and of the research surrounding feedback.

Our updated policy is therefore guided by both this current research on effective feedback and also the report from the DfE highlighting how written marking is a key contributing factor to excessive teacher workload.

2. Rationale

It is through the effective feedback that children receive about their work that they make improvements and develop their skills further. **The most effective feedback is oral feedback.**

Our policy on feedback is therefore unpinned by the following principles:

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is therefore incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- Be part into the routine and rhythm of the day and lessons. For example at the start and end of each lesson;
- Be given with minimum delay;
- Direct the focus of learning, leading on occasions to the adjustment and redirection of a lesson or future lessons.

3. Feedback stages

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

- a) **Immediate responsive feedback** – at the point of teaching
- b) **Summary feedback** – at the end of a lesson/task
- c) **Review feedback** – away from the point of teaching (will sometimes include written comments)

These stages are deliberately given in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate responsive and summary feedback within and at the end of lessons and tasks. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching. Review Feedback will usually take the form of whole class feedback.

4. Feedback and marking in practice

In Foundation Stage & Key Stage 1

In Foundation Stage and Key Stage 1, verbal feedback is often given whilst the children are completing their work. Verbal feedback can be given by the teacher or LSA and can include what the child is doing well as well as where they can improve or a next step for the lesson. Staff will use a tick/s (see code) to show that the work has been checked and whether the objective has been met or exceeded. In some cases, the FS and KS1 marking code can provide further easy to understand feedback and, if needed, will show whether the work was independent or supported. Pink and green pens can be used to highlight work whilst the children are completing their activities (or after if appropriate). A pink pen can be used to highlight/underline where an objective is met e.g. full stops. It can also be used to celebrate a special word or sentence. A green pen may be used to highlight/underline something that needs improving e.g. a spelling or a missing capital letter. The whole class feedback sheet (or equivalent / notebook) will occasionally be used to address class/group misconceptions and next steps. Planning can then be adjusted if needed to address these issues.

In Key Stage 2

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session or during the whole class summary feedback session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well prepared for the next stage in learning, this need not be annotated. Instead, using the marking code, work will be ticked to show it has been checked.

Self or peer assessment will be utilised throughout the school, especially in KS2 and most commonly further up the school. Teachers should review books when this practice is in place to inform their own future teaching and identify same/next day interventions. (For example children self-marking at the end of a maths lesson, then indicating to the teacher if they have achieved the learning outcome).

Immediate responsive and summary feedback in practice

Within our lessons:

- individual successes and general misconceptions related to the learning objectives are picked up on, shared and discussed during the lesson;
- regular use is made of the visualiser;
- children's work is celebrated and reviewed at the end of lessons again in relation to the learning objectives and by making use of the visualiser;
- peer feedback is increasingly used as children progress through the school;
- teachers will often be able to circulate and mark with the tick annotations set out in the section on marking codes.

Review feedback in practice

Extended pieces of written work, or extended tasks will be marked for spellings and grammar (see marking code) and on occasions a whole class feedback sheet will be completed (see end of policy). Instead of lengthy comments for individual children, teachers will use the whole class feedback sheet to praise specific children, address basic skills errors and misconceptions and deliver relevant teaching points to the whole class in the next lesson. Any children requiring 1:1 feedback will receive this.

(It is not anticipated that of the whole class feedback sheet will be needed frequently within a series of lessons. It is may be most effectively used near the start or the middle of a unit of learning, where feedback

would be most effective in further supporting an end product or learning objective. Within maths, teachers might annotate their plans, indicating groups or individuals to receive feedback in the next lesson).

5. Marking Code

The intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines use of ticks and symbols codes. The core of this code is set out below, although some additional age appropriate elements may be included in some phases of the school.

MARKING CODE		
Annotation	Meaning	
	Against the learning objective	At the end of a piece of writing or work
✓	Work checked.	I like this
✓✓	Work checked and it meets the learning objective.	I really like this.
✓✓✓	Work checked and it exceeds the learning objective.	This is excellent

Code for extended writing	
^	Something is missing
→	There is an error on this line that needs addressing
SP (KS2)	In KS1 this will usually be accompanied by the corrected spelling In KS2, depending on age/ability, correct spellings will be given and then practise the word or the word will be underlined and the children will independently find the correct spelling. A maximum of 3 words will be corrected or highlighted. A focus will be on topic words or words from the appropriate National Curriculum word lists.
//	New paragraph needed.
	Next step (for the occasional extended piece of writing where whole class feedback is not addressing the issue.)

Recognising Personal Achievements

In addition to the symbols in the marking code above, individual pupils may be rewarded to recognise different levels of success. For example, stampers/stickers can be used to indicate excellent pieces of work and teachers can reward pupils with house points.

Monitoring and review of feedback across the school.

Senior leadership will review the on-going process of feedback across the school twice a year, in the autumn and summer terms. This will include pupil interviews, discussions with teachers (including how and when they record *review feedback*) and book scrutiny.

Whole Class Feedback Sheet

Date:

Lesson:

Work to Praise and Share	Need Further Support
Skills errors, misconceptions and Next Lesson Notes	