



Swalecliffe Community Primary School

Feedback Policy

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Shared Vision

An exciting school where children are healthy and safe in a caring and supportive environment.

A happy, welcoming and inclusive school where communication is highly-valued and everyone has a voice.

A school focused on high expectations of pupils' learning and achievements.

Rationale & Aims

'All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching.'

Education Endowment Foundation

This policy aims to:

- Lay the foundations for effective feedback.
- Ensure that the delivery of feedback is appropriately timed and focuses on moving learning forward.
- Encourage teachers to plan for how pupils will receive and use feedback.
- Ensure teaching staff carefully consider how to use purposeful, and time-efficient, written feedback.
- Ensure that teachers and teaching assistants carefully consider how to use purposeful verbal feedback.
- Ensure that teachers prioritise and exemplify the principles of effective feedback.

Feedback – What is feedback?

Feedback may come from teachers to pupils or support staff to pupils but other sources include peers, the pupil themselves or parents. Feedback from teachers may be defined as:

'information given by a teacher to pupil(s) about their performance that aims to improve learning,' (Higgins, S, Formative Assessment and Feedback to Learners).

When giving this information about performance, teachers/support staff have a range of decisions to make and can provide feedback in a variety of ways. Feedback can:

- focus on different **content**;
- be delivered in different **methods**;
- be delivered to different **people**; and

- be delivered at different **times**.



‘Teacher Feedback to Improve Pupil Learning’, Education Endowment Foundation – Figure 1: What is teacher feedback?

The sole purpose of feedback is to promote pupil progress. Progress is aided by effective feedback but there is no suggestion that feedback and marking is an end in itself. Feedback should be accessible to the children according to age and ability. The younger the child, the more important it is that the feedback is oral and immediate. Feedback stamps and codes fall within this policy, provided that the children understand the coding system; they should be ‘taught’ what the codes mean. The most effective feedback is that given at the point of recording by pupils. Therefore, it follows that feedback given during lessons is more effective in many cases than comments made after the lesson. Feedback should be given at the earliest opportunity so that it can impact on future learning. At Swalecliffe, we believe that the process of marking and offering incisive feedback should be provided in the moment; it is a dialogue that takes place between teacher/ teaching assistant and child, ideally whilst learning is still being completed. Where there is an extended piece of writing or where new skills are being used independently, there is a benefit to a more ‘in-depth’ marking of the work.

There are three types of feedback:

Type	What it looks like	Evidence (for monitoring)
Immediate	Takes place during a lesson with individuals, groups or the whole class. Includes formative assessment from the teacher and/or teaching assistant, e.g. whiteboard/ book work, verbal answers. Often given verbally to pupils for immediate actions and may re-direct the focus of teaching sequence or refocus the children on	Lesson observations and learning walks. Speaking to pupils. Evidence of progress and reduction in repeated errors over time. Use of stamps.

	<p>the learning and task. Praises the effort and contributions. May include marking codes and highlighting written during the lesson.</p>	
Responsive (catch-up)	<p>Takes place after the lesson or activity with individuals or groups. May involve whole-class feedback. Addresses knowledge from the lesson or activity or missing prior knowledge. Often given verbally with time to rehearse knowledge immediately. Usually delivered by a teaching assistant based on guidance from the teacher. An element of the child's responses to catch-up are recorded in their books to show progress over time.</p>	<p>Learning walks, interventions (focused on catch-up) observations; book looks; feedback grids.</p>
Summary (feed-forward)	<p>Involves reading/ looking at the work of all pupils at the end of a lesson or unit. Identifies key strengths and misconceptions for the class or groups. Addresses overarching strengths and misconceptions as well as specific misconceptions for 'sub-groups'. Allocates time for editing based on feedback given or rehearsal of knowledge. This may be derived from marking codes or highlighting. Self- or peer-assessment against agreed criteria. May lead to changes in the next lesson. May involve some peer support or support from a teaching assistant. May be delivered by the teacher or a teaching assistant.</p>	<p>Learning walks, observations and book looks. Self-and peer-assessment in books. Evidence of purple pen improvements.</p>

Teachers and teaching assistants will make and distinguish between mistakes and errors. An error occurs when answering a question that a child has not mastered or understood – these need swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child.

Marking

Marking is a form of feedback. As the EEF figure above states, this may be written comments, written marks or scores or a combination. At Swalecliffe, we aim for **marking** to be:

- **Manageable:** Marking should be proportionate and consider the frequency and complexity of written feedback, in relation to time-effectiveness and teacher workload.
- **Meaningful:** Marking will vary by age group, subject and what works best for the child and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and should incorporate the outcome into subsequent planning and teaching.

- **Motivating:** Marking should help to motivate children to progress. This does not always mean writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

Marking in the Moment (intervention and improvement marking) - We encourage teachers to mark in the moment within a lesson, rather than after, to prompt deeper thinking and swiftly address misconceptions. This mostly takes the form of verbal feedback and occurs through effective questioning but written feedback may be needed where misconceptions are remodeled or challenges are provided. Teachers may use margins codes during lessons. Across all lessons, there should be given a greater emphasis on 'In the Moment' marking, however for whatever reason staff may be unable to mark in the moment or there may be some work that has not been marked in the moment. Marking and feedback pots are available in each room so that the teacher and TA have pens and stamps readily available.







Specific Feedback at Swalecliffe

English	<p><u>Feedback</u> - Most writing sessions will include or be followed up with editing time. During this time, children will receive whole class feedback about strengths and areas for development with direct teaching about how to identify and address individual weaknesses. Teachers will have looked at their pupils' work during or soon after the writing sessions and identified these strengths and weaknesses. These will be linked to technical accuracy, Sentence Menu features, spelling errors, punctuations omissions and other transcription mistakes.</p> <p>Where a child has done particularly well or not so well at something, teachers will make note of these areas on STAR and use these as future teaching points.</p> <p>With discrete EGPS work completed in books, children should be provided with the answers to self- or peer- mark.</p> <p>This type of feedback is always used in Book Talk Jotters (Years 3 – 6). No adult marking is needed.</p> <p><u>Marking</u> – Extended pieces of writing should be marked. Extended writing is when children are expected to produce a piece of independent writing (without the help of an adult) within a set time frame. Usually, extended writing tasks are completed at the end of a literacy teaching unit to check understanding before STAR Writes or when the unit does not have a STAR Write. Marking of extended writing should be a more detailed mark and written comments should be related to technical accuracy as described above as well as vocabulary and content with teachers choosing what is most appropriate. There will be some use of codes and margin marking as well as two written comments. Children should be given time to reflect on the marking or extended writing.</p> <p>Specific Feedback – Features, text immersion lessons: largely immediate feedback. Sentence work, EGPS skills: summary and responsive feedback</p>
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	<p>to consolidate and extend learning.</p> <p>Spelling – use the sp code to indicate where there are spelling errors for the children to correct. No more than three in any piece of work. Commonly misspelt words will be re-taught during whole class feedback. In KS2, the sp should be written on the same line in the margin. In KS1, it can be written above the word. Children should self-correct spelling unless there is an embedded misconception that needs re-modelling.</p> <p>Planning, drafting and editing: immediate feedback where possible. Self- and/ or peer- assessed. Encourage independence of self-correcting and improving.</p> <p>Final write of text type (extended writing): Written comments.</p> <p>STAR Write: Use the STAR WRITE stamp and assess using STAR. Year 6 must use the End of Key Stage Assessment Grid for WTS, EXS or GDS. Year 6 teachers should highlight aspects that the children have met in green.</p>
<p>Maths</p>	<p>Feedback –</p> <p>Teachers gain valuable feedback about how much maths teaching is being retained from the White Rose assessments. Immediate feedback should be given during all maths lessons where possible. If children have misunderstood something, teachers are well placed to address this.</p> <p>There should be a balance of self- and peer-assessment. There should be a greater independence of children self-marking. Children will be provided with the answers to check their calculation for themselves or their peers. Children should be encouraged to self-correct calculations when errors have been identified. In KS2, the children may explain the error they have spotted rather than just correct it.</p> <p>The onus is always on the learner checking their work and trying to identify their own errors. Children must be taught how to do this purposefully; otherwise they think it just means scanning through their work, reading but not thinking. Checking involves the child thinking deeply about their knowledge. When you think deeply about something, it is more likely to be moved from working memory into long term memory.</p> <p>In EYFS and KS1, whilst these routines are being taught and embedded, it may be necessary for staff to check through calculations for the children. Incorrect number formation should be identified and commented on verbally or with a written comment where appropriate.</p> <p>Marking –</p> <p>Where a child has not had immediate feedback (not marking) during a lesson, their work should be marked, and feedback/opportunity to revisit given if required.</p>

	<p>Where a child has made a number of mistakes, the teacher is to decide which mistakes they feel it would be beneficial to review through marking.</p> <p>Where a child has no errors, they should be asked to complete a next step question in order to deepen understanding. These can be written in, stuck in, given verbally or displayed on the interactive whiteboard.</p> <p>To deepen understanding, where appropriate, children could be asked to complete a next step question.</p>
Science and Foundation Subjects (including Art & Design sketch books)	<p>Staff should ensure effective in the moment marking and verbal feedback are used in order to deepen children’s understanding during the lesson to the same standard as any other lesson. The teaching staff should decide what is most appropriate or best for the child, a group or the lesson.</p> <p>A balance of self- and peer-assessment should be used.</p> <p>Longer writing in Science and Connector books should also pick-up on English elements but not as in-depth as in English books. Spelling of key vocabulary mistakes should be commented on verbally or with written marking (in lesson or after).</p> <p>Post-its can be used on practical work if needed.</p>
All About Me Books – Year R	<p>All About Me books are used to document learning. This can be photographs, observations, samples of work. Entries should be dated and referenced against ELGs. Next steps should usually be recorded. Children should have access to their books and be able to respond.</p>
Self- and peer-assessment	<p>There should be a balance of these and autonomy is given to the children. Children are asked to reflect on their own learning. They should consider how well they think they have done against the EL or SC. Self-assessment is not about how well they enjoyed the lesson, although positive learning should be enjoyable. These should be age-appropriate: grids, smiley faces, comments or stickers. These might include coloured dots as a RAG rating next to the E.L or S.C.</p>
Presentation	<p><u>Staff</u> – Teachers to mark in green pen with any highlighting in green. This is to show greater clarity in the marking that has taken place. Teachers and teaching assistants should model our school expectations for handwriting and presentation in any written comments.</p> <p><u>Children</u> – Children should use a purple pen to edit, comment and mark.</p> <p>Staff should always encourage children to present written work neatly. We have a standardised approach to the presentation of all written work. These guidelines can be found in appendix 1.</p> <p>In KS2, all children are expected to follow these guidelines. In EYFS and KS1, they should be working towards them. These guidelines are displayed in classrooms.</p> <p>Teachers should give verbal feedback to remind children of these.</p>


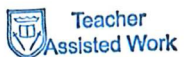
Symbols and Codes – EYFS & KS1

	Remember to use full stops.		Listen for the sounds.
	Remember to write on the lines and letter formation.		
	Upper and lower case letters.		
	Finger space.		
	Look again and check your work.		
These symbols or codes should be close to the mistake. Some of these codes and symbols may still need to be used at the start of KS2 or for children with additional needs.			

Symbols and Codes – KS2

	Check punctuation.
	Check grammar.
	Check spelling.
	Check Sentence Menu.
These comments should be written in the margin for the children to check for the mistake and correct in purple.	

Stamps – KS1 & KS2

	Teacher Assisted Work – When a child has been supported for their work by a teacher.
	T.A Assisted Work – When a child has been supported for their work by a T.A.

Role of Other Adults in Supporting Feedback

All staff in the classroom are expected to feedback and mark 'in the moment'; this will provide children with immediate feedback which they can respond to. Teaching assistants should use the same codes and green pen as teachers. Teaching assistants are not expected to take books home to mark.

Special Educational Needs and Disabilities

When marking the work of children with SEND, we take into account the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Reasonable adjustments will be made so that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

Monitoring and Review

The Senior Leadership Team will monitor the quality and impact of feedback, including marking as part of the school's continued self-evaluation processes. This will include the implementation of the principles outlined in this policy by all staff to ensure pupil progress and monitor staff workload.

This policy will be reviewed annually by the staff and governing body.

Appendices

Appendix 1 – Swalecliffe Community Primary Presentation Code for Work in Books

Swalecliffe Community Primary Presentation Code for Writing in Books

- *In English books, always write the long date. In other books, you can write the short date.*
- *Underline the date and title with a ruler. Underline in pencil.*
- *If you are writing an EL or SC, it must be underlined.*
- *Leave a line underneath your EL or SC before you write a title or start your work.*
- *In Maths, always start a new page for a new piece of work.*
- *If you need one, draw a margin with a ruler and a pencil.*
- *Draw all drawings, tables and diagrams using a ruler and a pencil.*
- *You should not use felt tip pens in your books.*
- *Only blue ink handwriting pens should be used in KS2.*

