

ST LAWRENCE CHURCH OF ENGLAND PRIMARY SCHOOL

Feedback Policy



Employees were consulted on this document: November 2016
The policy was formally adopted by the Governing body on: December 2016

“Effective feedback is quantitatively the most powerful intervention to impact on progress.”

Marking work helps teachers to identify misconceptions, gaps in knowledge and skills, and misconceptions and enables the teacher to then plan to address this through learning.

Marking and feedback is one of the top most effective ways of raising achievement according to the Sutton Trust. It is the most personalised and effective way of teaching children and ensuring that they make good, sustained progress. It also recognises effort from children and teaches them to value their own work.

This policy explains the different types of feedback, how it is used, what it looks like and how best to teach pupils how to give and receive constructive feedback.

What is feedback?

Feedback should ensure that students are clear about how to improve their work.

Marking work helps teachers to identify misconceptions, gaps in knowledge and skills, and misconceptions and enables the teacher to then plan to address this through learning.

❖ *In this policy the word teacher is used, however it refers to any adult working in the classroom.*

Why is it important?

“Effective feedback is quantitatively the most powerful intervention to impact on progress.”

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What are the different types of feedback?

There are different types of marking and feedback and teachers will use professional judgment to decide which kind of feedback is the most appropriate on any given pieces of work to secure the progress of their students.

In the best practice there will be regular and frequent checking of students’ work to ensure progress is made. There are many different ways that progress is checked:

- **Verbal feedback:** this is the basis of good dialogue between a student and his/her teacher about how to make progress. It is an important and valid method of improving students’ work.

- **Peer-marking and feedback:** where students comment upon each other's work in order to:

Improve the work of the recipient of the feedback.

For the donor to verbalise and explore the learning and so embed their own learning.

Peer feedback is often part of the triple impact marking process but should always be checked by a teacher at some point to ensure the right feedback is being given and to correct misconceptions. Often students make mistakes which can be easily rectified such as punctuation; alternatively they've not fully met the assessment criteria because they've not referred back to it. Peer marking gives students the opportunity to assess & improve their work as well as giving them an opportunity to receive appropriate and constructive feedback from each other.

- **Triple Impact marking:** This is a highly effective way of ensuring that students improve their work and involves a real dialogue between the teacher and the students. This is most frequently done at the end of an assessment or in drafting work although the best practice will engage pupils in this dialogue as a matter of ordinary work.

- **Teacher-marked work:** to check understanding, literacy and progress. This may be fairly light and be mainly concerned with correcting misconceptions and assumption, incorrect use of the English language. For example this could be used for homework, notes or classwork. It may also remind students of routines, such as putting the date, underlining titles and ruling off beneath the last piece of work etc.

- **Acknowledgment marking:** to simply show that the teacher has seen the work. Work may be very lightly marked, even with just a tick and the teacher's initials to show that work has been seen. This marking is used by the teacher to inform their planning and to monitor progress and to ensure that students are not struggling under misconceptions or incorrect assumptions. For example: summaries, notes, and tests.

Immediate marking: teachers identify while pupils are working areas which they need to work on or that they are working well towards the success criteria. Teachers use tickled pink and green for growth pens.

What can it look like?

Triple Impact Marking (or TIM).

1. Students self- assess their work (Students proofread their work for accuracy and highlight sections on which they particularly want feedback).
2. You mark their work (You check they have proofread. Then read through and provide feedback where it has been requested).
3. They respond to your marking (Students then practise on improving their performance in the identified area).

Peer- marking: pupils will need training in how to peer mark. They will need to be supported in knowing the stages of peer feedback, including:

- Focussing on one person’s work at a time.
- Read through the work.
- Find a positive element linked to the learning objective, often identified by the teacher.
- Identify one area to be improved on.
- Work together to improve the identified area.

Immediate feedback: When pupils are working teachers use a pink pen to identify good examples of identified criteria or a green pen to show an area for improvement. Teachers may then identify a common misconception which can then either be immediately addressed through a whole class mid-learning stop or by gathering a small group to work on that area.

How can we help to train pupils to give and receive feedback?

Developing growth mindset so pupils understand that constructive feedback will help them to improve and that reflecting on their own work will help them to develop. Knowing that it is fine not to understand YET!

Pupils can develop in giving feedback by using pink pencils to underline good examples and writing next steps on green post it notes. We will initially start this in years 3 and 4.

Adults model effective questioning.

Using question stems to help pupils structure more complex questions. Questioning matrix could also be used.

| | Is... | Did... | Can... | Would... | Will... | Might... |
|-------|-------|--------|--------|----------|---------|----------|
| Who | | | | | | |
| What | | | | | | |
| Where | | | | | | |
| Why | | | | | | |
| When | | | | | | |
| How | | | | | | |

Questioning Matrix

The complexity of the thinking skills required to answer the question increases from top to bottom and left to right. Questions such as *Who is Fred?* and *What did Fred do?* are less challenging than *Why did Fred laugh?* or *How might Sam feel?*

<http://maximisingtas.co.uk/research/the-edta-project.php>

Self- assessment: Pupils will need training on how to self- assess their own work. Clear success criteria or the use of marking ladder will help focus self- assessment. Pupils should be encouraged to check all clerical errors and check their work makes sense. Pupils can be given opportunities to write their next steps for learning. Teachers will need to model

examples of what their next steps might be. Time will need to be given for pupils to have time to work on their next steps, for example, during early morning work.

Mid- learning stops: Planned or spontaneous mid-learning stops enabling pupils to self or peer assess their work- focussing on a given criteria. Can be used to address misconceptions, help to re-focus and improve pupils' work.

To ensure that students can differentiate between the types of feedback they're getting, the school has decided to use different coloured pens:

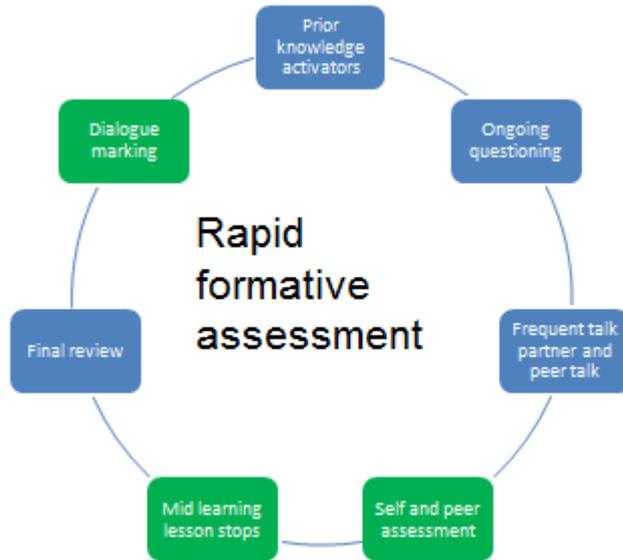
- Red = self assessment as this stands out against either printed work or written work (our students must write in black)
- Blue = peer assessment to help students differentiate between what their peers say or what I say
- Green and pink = teacher assessment (tickled pink and green for growth).

- **What is the theory behind it?**

William, Dylan. *From What formative assessment is:*

| | Where the learner is going | Where the learner is | How to get there |
|---------|---|---|--|
| Teacher | Clarifying, sharing and understanding learning intentions | Engineering effective discussions, tasks, and activities that elicit evidence of learning | Providing feedback that moves learners forward |
| Peer | | Activating students as learning resources for one another | |
| Learner | | Activating students as owners of their own learning | |

Dylan William- Integrated Feedback



Periodically throughout the year adults will discuss and explain marking codes that they use within the class to give feedback. An example of these might be:

SP = Spelling Mistake – write the correct spelling x3.

// = New paragraph needed

? = Meaning unclear

Any codes used should be displayed within the classroom.