# Highnam C of E Primary Academy Feedback Policy

At Highnam, we recognise the value and importance of timely and purposeful feedback as part of the teaching and learning cycle. According to the Education Endowment Foundation's Toolkit, feedback is categorised as the most effective strategy for improving learning in the classroom. It can have 'very high effects on learning' when implemented correctly.

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### What is Feedback?

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

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

**The Education Endowment Foundation Toolkit**

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## Ofsted Guidance on Marking

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning. While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.

## Purposes of providing feedback

- Recognise, encourage and reward children's effort and achievement, and celebrate success
- Provide a dialogue between teacher and children with clear appropriate feedback about strengths and areas to improve in their work
- Ensure children know how well they are doing and what they need to do to improve and make further progress
- Improve a child's confidence in reviewing their own work and understanding 'next steps' in learning
- Help pupils develop an awareness of the standards they need to reach in order to achieve age-expectations
- Identify pupils who need additional support/more challenging work and identify the nature of the support/challenge needed

- Inform future planning/groupings of children
- Promote high standards
- Show children that we value their efforts and the work they produce
- Enable teachers to set new targets for children

**Key Principles**

To ensure feedback is effective and has a positive impact on pupil progress, this policy has the following principles at its core:

- Feedback must be useful to the pupil and/or teacher (preferably both)
- The DfE's Marking Policy Review Group states that effective marking should be **meaningful, manageable** and **motivating**
- Feedback can take many forms: it can be written or verbal; it can come from an adult or child; it can take place during a lesson or at a later time; it can tell pupils what they've done to be successful and what they need to do in order to be successful in the future
- Current educational research shows that feedback is most effective when it is immediate and verbal
- Evidence of feedback and marking is incidental to the process; it is not necessary to provide additional evidence
- Pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning
- Written comments will be used when they are accessible to pupils according to age and ability
- Feedback is part of the wider assessment procedures at Highnam, which aim to provide an appropriate level of challenge as well as targeted support to pupils in lessons

We are mindful of the workload implications of written feedback and of the research surrounding effective feedback. Therefore, the time taken for teachers to complete any written feedback must be appropriately balanced with the impact it will have on pupils' learning. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

**Feedback in practice**

It is important that teachers evaluate work that children complete in lessons and use information obtained from this to allow them to adjust their teaching. Feedback takes place at one of the following stages in the learning process:

- immediate feedback – at the point of teaching
- summary feedback – at the end of the lesson
- review feedback – away from the point of teaching

These can be seen in the following practices:

| Type | What it might look like |
|---|---|
| Immediate | - individual/small group verbal feedback (from teacher and TA) <br> - whole class verbal feedback (may re-direct the focus or teaching of a task, provide support or challenge, swiftly address misconceptions) <br> - teacher gathering feedback from children (mini white boards, talk partners, book work, children's responses, etc.) <br> - highlighting, ticking or annotating children's work during the lesson (live marking) |
| Summary | - usually happens at the end of the lesson <br> - group or whole class evaluation/summary of the learning <br> - self-assessment <br> - peer-assessment <br> - it may guide a teacher's future plans and indicate what needs to be learnt next |
| Review | - takes place away from the point of teaching |

| | - involves written comments/annotations/highlighting the child's work<br>- leads to adaption of future lessons through planning and grouping<br>- may lead to targets being set for pupils |
|---|---|

All work will be acknowledged by staff. Work in English, Maths and Science books will be marked using our 'pleasing pink and growing green' system. Highlighters/pens to highlight or underline successes (in pink) and areas to improve (in green). For moderation purposes, yellow highlighters can be used in Y2 & Y6 linked to the Teacher Assessment Framework for KS1 & KS2. Purple pens can be used by children to edit/up-level their writing. Y5 & 6 pupils will sometimes edit their work independently using black pens. Additional adults supporting pupils' learning may use an alternative colour when marking work. At times, when children have been supported in a small group, the ratio to the number of pupils in the group plus the teacher/TA initials will be shown (Y1 – Y4).

Written feedback will take different forms:
- use of marking codes and symbols (see appendices)
- 'light' marking of work (e.g. ticking to acknowledge completion of work, recognise attainment and/or progress)
- a record of any strategies/scaffolds children have used to support their learning in maths (children will record this)
- a comment (mostly related to the learning objective)
- next steps, even better if… comments
- providing children with a hinge question (usually in maths) to establish understanding of a concept and encourage depth of learning

In Reception and Key Stage One, marking will only lead to written comments for those pupils who are able to read and respond independently. Teachers use the code 'VF' to show that verbal feedback has taken place, but there is no expectation to write down a record of this feedback.

In Key Stage Two (and Key Stage One when children are able to read and understand written comments), written marking and comments should be used where meaningful guidance can be offered and it has not been possible to provide during the lesson. At times, this may be given as whole class written feedback.

Written feedback must be legible and clear in meaning. It should allow children to find out how they are getting on and what the next learning step will be. Comments should mostly relate the learning objective, but it may also be appropriate to comment on other areas (e.g. spelling, handwriting, punctuation, presentation and effort).

When written feedback is provided, time needs to be built into the lessons for children to reflect on marking and respond to it. In some cases, children will be asked to check, edit and redraft their work. Sufficient time must be allowed for this. Children are taught how to respond to written marking from the teacher and they should seek further clarification/support if they have not understood it. There is no need for teachers to write another comment in response to this.

We believe that consistency is key; the marking codes and symbols that we use are used throughout the school. They are displayed in children's books and in the classrooms so that all members of staff, pupils and parents are familiar with them and aware of the meaning of the marking codes. These codes can be found in the appendices.

This is displayed in KS2 classrooms and in children's books:

## Helpful hints when looking at your marking
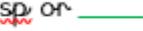
| | | |
|---|---|---|
| sp or _____ | = | spelling mistake |
| _____ | = | good word used |
| O or CL | = | capital letter missing |
| O or P | = | punctuation missing |
| ^ | = | insert a word |
| // | = | new paragraph needed |
| ( ) or _____ | = | something is wrong/please check |
| [pink] | = | pleasing pink highlight/underline examples of good work |
| [green] | = | growing green highlight/underline anything that needs to be checked, corrected, improved or added to |

### Support Code English

I = independent          S = supported
Sh = shared              G = Group work
          VF = verbal feedback
     1:6 CT = group work and staff initials

### Support Code Maths

I = independent          S = supported
√ = correct answer          ● = wrong answer
          VF = verbal feedback
     1:6 CT = group work and staff initials