St. James' C of E Primary School
Feedback Policy

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Feedback and Marking Policy
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September 2018
Reviewed: June 2019

At St. James' C of E Primary school we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful of the research surrounding effective feedback and the workload implications of written marking. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other experts which also state that marking should be meaningful, manageable and motivating.

1. **Guiding Principles:**

- feedback is central to high quality teaching and learning
- speed of feedback is important: 'live' feedback has a positive impact, and is more effective than 'later' marking
- feedback with the pupil present has more impact than other feedback/marking
- pupils can find it difficult to understand/respond to written marking
- verbal feedback is more accessible to more pupils than written feedback
- written feedback needs to be 'meaningful, manageable and motivating'
- written feedback can take a significant amount of time
- mid (project) feedback has a positive impact
- peer marking has a significant impact upon all pupils, as they have to explain their thoughts/answers and may have to calculate mentally/provide an example, etc.
- using the visualiser/iPad to demonstrate 'real' examples of correct and incorrect learning is particularly effective
- markers can focus on too much detail and not the bigger picture and this increases the amount of marking detail and time
- next steps, and reminders about these, are most effective at the start of the next lesson
- principles of the 'mastery' curriculum include moving the whole class on together, increased peer and self-marking
- how we organise learning has a direct impact upon the quantity and quality of feedback e.g.:
    - if pupils have access to answers (and/or checklists), they are able to self-mark which enables the teacher to be free to feedback to others. This also reduces 'later' (less impactive) marking.
    - if pupils have prompts to support them getting unstuck/being independent, then this means the teacher is free to feedback to others.
    - if pupils are asked to explain and articulate their thinking as part of the lesson, then feedback time doesn't have to be spent asking/writing why.
    - if pre-prepared hinge-point questions and/or multiple choice questions are available, then this provides teachers with feedback about a large number of pupils, very quickly. This reduces time spent checking individual pupils.
    - using the visualiser/iPad to show excellence and weakness from children's work will enable teaching points to be reinforced to all, and this is large-scale verbal feedback, thus reducing the need for written comments in books and less 1:1 time.
    - specific 'Can I?' ensure that feedback is specific, enabling greater/quicker impact.
    - if we write and edit alternatively, then the impact of verbal feedback given will be evident on a regular and frequent basis.

(Sources: DfE: Marking Policy review Group; EEF: Education Endowment Foundation; Third Space learning: Clare Sealey, Dawn Copping, The Michaela Way)

2. Approach to feedback

We appreciate that all feedback must;

- have a positive impact (so we can see how subsequent learning has improved/changed, as a result)
- where possible, be 'live not later'
- where possible, be verbal (examples: use open statements e.g. "Change 'said' for something more powerful" rather than "Can you change 'said' for something more powerful?"; rewrite or remodel an example; use an unfinished sentence, ask for an explanation, encourage reflection and checking)
- be considered in relation to decisions made about organisation e.g. independent prompts, access to answers, established peer/partner roles, in-built opportunities to explain understanding, pre-prepared questions
- utilise self and peer feedback/marking
- link to next steps and the next lesson e.g. initial input to address general misunderstandings
- identify general misunderstandings across the class as well as specific examples of excellence and weakness (which can be addressed at the start of the next lesson, anonymously)
- support pupils and their emotional wellbeing by empowering them, creating hope and developing learning in a safe and supportive manner
- be inclusive of all types of learners

3. Feedback and marking in practice

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:

1. Immediate feedback – at the point of teaching during the lessons
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

A higher priority is given to immediate feedback, 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 feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching. At St. James' we use the practices outlined in Appendix A Staff will help children to manage this transition and support them in identifying their next steps and key learning points through verbal direction and support. Teachers ensure that pupils are clear about the feedback process. They will be supported to become more skilled at linking their own learning to class teaching and feedback (particularly at the start of each lesson).

4. Planning from learning

Teachers will use their knowledge linked to pupil learning from immediate, summary and review feedback and marking to plan for the next teaching episode. At times, teachers may want to capture their analysis on a marking sheet. This can take any form suitable for the teacher, lesson and learning episode and will be used by staff to consider next steps, areas for post and pre-teaching for individuals and groups. This allows all teachers to map out meaningful learning that supports children's next steps. See Appendix B.
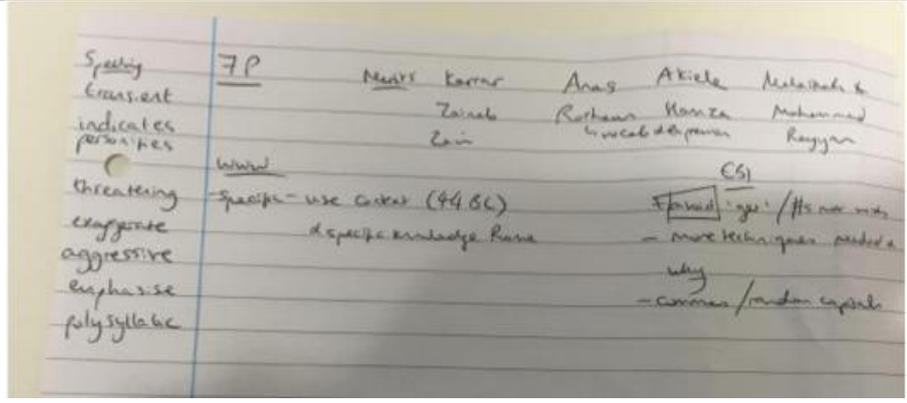
Appendix A

|	Writing (organisation, structure, punctuation, grammar, vocabulary)	Spelling (including application of phonics)	Reading (comprehension)	Maths	Other subjects
During the lesson **Immediate feedback**	Verbal feedback only PA indicates peer assessment by a learning partner. Changes to work indicating learning completed in an alternate colour. Some books may have teacher/teaching assistant annotations as part of this process, but this will not be expected for whole class or as daily practice.	*For younger/lesser ability pupils, highlight spelling errors. *In Y3-6 dot in margin may be used to indicate spelling error on that line. PA indicates peer assessment by a learning partner	Verbal feedback only	Verbal feedback only PA indicates peer assessment by a learning partner. Changes to work indicating learning completed in an alternate colour. Some books may have teacher/teaching assistant annotations as part of this process, but this will not be expected for whole class or as daily practice.	
	Marking adult to make notes this may be T and/or TA.				
After the lesson **Summary feedback**	Some books may have teacher comments, but this will not be expected for whole class or on each occasion.		.	Some books may have teacher comments.	Team points may be awarded to recognise skill or effort
	Marking adult to make notes, this may be T and/or TA. General and specific markers' notes will provide next steps for next lesson, to guide teachers' plans, not all lessons will necessarily generate a sheet. (See feedback sheet Appendix A for an example of style which might be used)				
Next lesson **Review feedback**	Initial input to address general misunderstandings Share excellence and weakness from children's writing.	Initial input to address general misunderstandings Share excellence and weakness from children's writing .	Initial input to address general misunderstandings Share excellence and weakness from children's responses.	Initial input to address general misunderstandings Share excellence and weakness from children's responses, particularly explanations and reasoning.	Initial input to address general misunderstandings Share excellence and weakness from children's writing/explanations/reasoning.

Appendix B- marking sheet exemplar

Date	Date
Subject	Subject
Objective	Objective
Misconceptions	Misconceptions
More Able	More Able
Other: incomplete/presentation, basics, GPS, WOW! Etc.	Other: incomplete/presentation, basics, GPS, WOW! Etc.
Actions	Actions

Appendix C- an extract from giving feedback the Michaela way

As I read, I make notes: spellings lots are getting wrong, things they're all doing well at, and the main issues they need to improve. I note down anyone whose paragraph is amazing to reward with merits or show the class; I note down anyone whose work is messy to give a demerit to. It looks something like this:	
In the following lesson, I teach the spellings from the front, and then test pupils. They will write their corrections out in green pen, interleaving the ones they got wrong, or the 'toughest three' if they managed, on this occasion, to score 100%. I'll test them again the following day. I'll share the positive things I found and celebrate the star paragraphs, and then explain carefully, perhaps modelling on the board (putting a great paragraph from the class under the visualiser, enables all pupils to see how they can all improve their own paragraphs. And then they improve them, in green pen. It looks like this:	
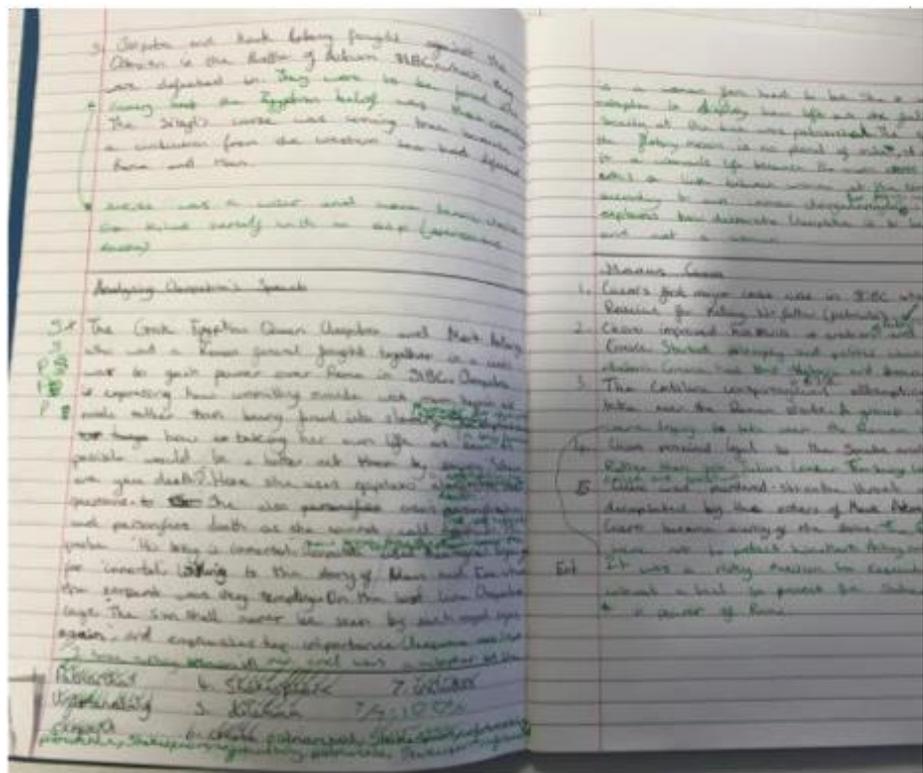
The second powerful tool is in-class feedback. With an excellent behaviour system, silent writing for 25 minutes means I can see every child's paragraph twice while circulating, giving them suggestions and tweaks while they write. I've also started using my visualiser more. This way, we can take a pupil's book, display it to the class, and show pupils how to edit their mistakes in that very lesson, just by giving oral feedback on the common errors they are making, or the aspects they really need to focus on improving.

The thing is, what makes the difference in their writing is the quality of the feedback and how timely it is. They don't need feedback on a paragraph they wrote two weeks ago. At Michaela, they can improve the paragraph they wrote yesterday, while it is fresh in their minds.

Appendix D

During Y2 and Y6, more assessed pieces of writing are required, that must be independent and self-edited (as part of providing evidence against the interim assessment frameworks). Additional guidance has been published by the DfE (2017 teacher assessment external moderation: key stage 2 writing) providing clarity on independent writing.

5. Additional guidance for English writing

5.1 Independent writing

Writing is likely to be independent if it:
- emerges from a quality text, topic, visit, or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about
- enables pupils to apply their learning independently, possibly with an element of choice, for example writing from the perspective of a chosen character
- has been independently edited and / or redrafted by the pupil. This may be in response to self, peer, or group evaluation
- is produced by pupils who have independently drawn on classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites for support or ideas
- is informed by clear learning objectives and limited success criteria which are not over detailed and do not over-aid pupils

Writing is not independent if it has been:
- modelled or heavily scaffolded
- copied or paraphrased
- supported by success criteria that are over-detailed and over-aids pupils
- edited as a result of direct intervention by a teacher or other adult, for example where the pupil has been directed to change specific words for greater impact, or where incorrect or omitted punctuation has been indicated
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text

5.2 Word lists
The word lists in the National Curriculum English programme of study Appendix 17 for years 3 and 4, and years 5 and 6, are statutory. They include words that pupils use frequently in their writing, but often misspell. Pupils are not required to evidence all of these words across their range of writing. However, where listed words are used, some, or most, must be spelt correctly in line with the interim TA framework 'pupil can' statements.

There are no 'common exception words' within the KS2 programme of study. The National Curriculum English programme of study Appendix 18 for years 3 and 4, and years 5 and 6, includes some words that do not follow the taught rules and guidance, but they are not 'common exception words'. There is no statutory requirement for pupils to include these words in their writing. However, where listed words are used, some, or most, must be spelt correctly in line with the interim TA framework 'pupil can' statements.

5.3 Handwriting
Any pupil whose work does not evidence one, or more than one, of the statements relating to handwriting can be awarded the 'working towards the expected standard' or 'working at the expected standard', but cannot be awarded 'working at greater depth within the expected standard'.

To be awarded 'working at greater depth within the expected standard' at the end of KS2, pupils must meet all of the statements relating to handwriting in the preceding standards.

For pupils 'working at greater depth within the expected standard', handwriting books or handwriting exercises can provide evidence of pupils' independent application of handwriting. However, there must be evidence that the 'expected' handwriting statements are met in some pieces of independent writing.

Pupils who have a physical disability that prevents them from being able to write as part of day-to-day classroom practice are exempt from having to meet the statements for handwriting for the 'working towards the expected standard', 'working at the expected standard', and 'working at greater depth within

the expected standard'.

Pupils who are physically unable to write may use a word processor.

Pupils who are physically able to write may choose to word process some of their writing, where appropriate. When using a word processor, it is advised that the spelling and grammar check functions are disabled, in order to verify that a pupil is independently able to meet the relevant 'pupil can' statements.