

Feedback Policy

This policy has been written after considering staff's, governors' and pupils' views. It also is based upon the findings of both the DfE Workload Review group on Marking (Mar 2016) and the Education Endowment Foundation (April 2016).

Feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly in each aspect of the lesson. All feedback should have a positive tone. It should be specific, clear, and appropriate in its purpose and productive in its outcomes. The best feedback will give pupils a clear sense of how they can improve. Feedback and its different forms will also depend on the age and appropriateness of each pupil. Such as:

- Think pair share
- Whole class feedback on a piece of work
- Whole class analysis of "What a good one looks like"
- Double ticks to show where there has been a good point in the work
- Identify where there is a mistake on line and children find and correct it

Feedback

Feedback differs from marking; it is not limited to comments placed on the work of pupils. It is to facilitate improving and addressing misconceptions. Feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings. It can take the form of verbal feedback, written marking, self-assessment and self-assessment.

1. Verbal feedback

In a primary school, verbal feedback is an effective and immediate way of guiding pupils. It is especially useful when working with very young pupils, or those with less confidence. It is important to make a note on the pupil's work to verify that verbal feedback has been given. This can be done by marking the page with a 'Vf'. Involving the whole class in discussions can be useful when introducing new subjects to the class. However, 'Cf' indicates when whole class has required feedback to address common misconceptions following a lesson.

2. Marking

Marking should be an integral part of the learning and assessment process and it should be shared with the child in a two-way discussion which can only be built on trust and mutual respect. To be effective marking must be:

Meaningful – to advance pupil progress and outcomes

Manageable – proportionate and time effective

Motivating – motivate pupils to do better

The use of marking codes allows children and adults to focus on feedback and next steps. Appendix 1 gives a list of some marking codes that teachers may use to support feedback. Marking comments and codes will appear alongside or below the learning objective and steps to success.

Improvement suggestions

There is a fine line between guiding a pupil to the answer and inadvertently giving the answer away. Teachers at Watlington CP School will help pupils find the correct path to successful learning. This will teach pupils the process of investigation and discovery that will help them to find the correct answers in the future. There are three methods of suggesting improvements to pupils:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold:** By asking the pupil a question you can guide them to the correct answer. An example of this may be: “Are you trying to achieve A, B or C?” or “How would you improve your...?” By doing this, you guide the pupil to look at specific areas. They will improve their work through the guidance received in the question.
- **Example:** By giving examples of possible changes to the work, pupils can be guided into exploring why they should choose one option over another.

3. Peer assessment

Effective peer assessment is one of the most effective modes of feedback. To make peer assessment meaningful and effective, it should be a well-planned modelled activity, timed within a lesson with sufficient structure and guidance e.g. at the end of a unit while editing and improving written work. This will also appear alongside the learning objective and Steps to success.

4. Self-assessment

Like peer assessment pupils need an explicit and clear structure to identify their learning needs. Self-assessment supports children’s understanding of where they need to improve against the learning objective. This is supported through the child ticking the steps to success and learning objective they have felt that they have achieved in that lesson.

5. Next Steps

Children are encouraged to follow their next steps and where appropriate especially in KS2 be responsible for thinking and deciding what their own next steps may be.

Maths

Marking and feedback in Maths is different as there is often a clear and single outcome. It is understood however, that the teacher must take into consideration individual ability and the nature of the task set when marking written work. Good marking in Maths informs assessment for learning. An incorrect question is classified by the Teacher as either a careless error or an evidence of misconception. Giving another similar calculation to solve will confirm assessment and help improve pupil’s ability to learn from mistakes.

In Maths, peer assessment will be used where possible to mark each other’s work in books during the lesson. During collaborative tasks and group problem solving activities, it could be verbal. Self-assessment is used to show the pupil’s own marking against the steps to success. Children are advised to challenge themselves and not repeat mistakes as part of next steps. Where appropriate, progression in learning objectives is advised. However, no next steps are written where learning will be focused on a different unit with no relevance to the previous unit. Traffic lights are removed as self-assessment serves the same purpose.

This policy will be monitored regularly through book scrutinies, learning walks, lesson observations, pupil discussions and moderation by all staff including the Senior Leadership Team and Governors.

Signed

Date

Chair of the Governing Body

Marking Codes

In addition to the following agreed codes, other marking codes could be used across each key stage where relevant.

LOA	Learning objective achieved.
LOP	Progress towards the Learning objective.
Vf	Verbal feedback
Cf	Class feedback
AS	Adult Support
☺	Good Work (overall or against a specific Step to Success)
★	Good Effort
★★	Excellent effort = a WOW point
✓✓	Identifies a good point on the line
✓	Identifies a correct answer in Maths
?	Identifies an incorrect answer in Maths
Sp	Spelling mistake to find and correct
G	Grammar mistake to find and correct
P	Punctuation mistake to find and correct (CL= Capital Letters, FS = Full stops, “_” etc.)
NS	Next Step or a challenge suggested