



## Tibberton and Hindlip FEEDBACK POLICY ~ including presentation

### Policy discussed and agreed:

Adopted by Governing Body: Autumn 2023

Policy to be reviewed: Autumn 2025

Our school vision is to serve with *Grace* to enable every child to achieve their very best, whilst equipping them with the skills to become responsible and independent life-long learners. The bible teaches us that **'Whatever you do, work at it with all your heart.'** *Colossians 3:23*, and our feedback policy reflects the importance of this ethos to life and learning. Through any feedback is the non-negotiable, high expectation that pride will be taken in all of our work.

At Tibberton and Hindlip schools, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective 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.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be:

- meaningful, manageable and motivating. 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.

### Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to further children's learning;
- Written comments should only be used where they are accessible to students according to age and ability;
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments;
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

### 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
2. **Summary feedback** - at the end of a lesson/task
3. **Review feedback** - away from the point of teaching (including written comments where appropriate)

The stages are deliberately numbered in order of priority, 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.

These practices can be seen in the following ways:

Type	What it looks like	Evidence (for observers)
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting/annotations according to the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of annotations or use of marking code/highlighting</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self- or peer- assessment against an agreed set of criteria</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Timetabled pre- and post-teaching based on assessment</li> <li>• Some evidence of self- and peer-assessment</li> <li>• May be reflected in selected focus review feedback (marking)</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/annotations for pupils to read / respond to</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils' future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Written comments and appropriate responses/action</li> <li>• Adaptations to teaching sequences tasks when compared to planning</li> <li>• Use of annotations to indicate future groupings</li> </ul>

We aim to provide feedback and marking to pupils which serves the following purposes:

- It offers assessment opportunities (of both curricular and individual targets) to move learning forward.
- It offers guidance for future improvement allowing responsibility for self-improvement.
- It recognises, encourages and rewards individual effort and achievement.
- It shows the child we are interested in, and value his/her work.
- It indicates progress to parents and other stakeholders.

**We agree that:**

- We should make learning objectives and assessment criteria (where appropriate) clear to the children before they start their work and then mark against these accordingly.
- When appropriate, any comments we write in children's books should be correctly punctuated, clear, and legible for the child.
- They will be purposeful and there will be opportunities for the pupils to be able to respond and show the impact of these comments.
- We will mark with green pen and pink throughout the school.
- We will use the 'Green is Great' for good achievement in books, 'Think Pink' to identify areas and development points if or when appropriate.
- 'I can statements' to be included in books for core subjects to track progress and identify areas of development.

**Marking Approaches**

All work will be acknowledged in some form by class teachers. This may be through simple ticks or through the use of the marking codes (appendix 1)

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who:

- Are able to read and respond independently.
- In some cases, the marking code may be used where this is understood by pupils (appendix 1.). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. The marking code shown in appendix one should be used for consistency where appropriate. Where a child will need to edit their work a purple polishing pen should be used. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks.

These will allow children's achievements to be recognised and provide further guidance for future learning. Instead of detailed marking in individual books a feedback sheet could be used where appropriate.

Self-assessment is encouraged and used when appropriate, this can take the form of editing and improving using a purple polishing pen. Self or peer marking will be completed in purple pen.

**ACTUAL MARKS MADE:****English and Spelling:**

EYFS - children are encouraged to word build phonetically, using the sounds they know. The teacher fills in missing letters to aid children's learning.

**Key Stage 1** - from mid Autumn Term of Year 1 onwards, reversed letters and spellings we feel the child does actually know, but has misspelt, or spellings we feel the children should know will be underlined with a pink line. The correct spelling/letter formation will be written under the piece of work for the child to copy along the rest of that line. This will normally be done directly after the child has finished his/her work and shared with the teacher, but it may be done on a subsequent occasion. No more than three spellings will be picked out on any piece of work. The teacher may write other words above misspelt words as the child is reading back their work simply for ease of reading on a future occasion.

**Key Stage 2** - As for Key Stage 1. In addition, the child may be asked to check misspelt words in a dictionary and may be asked to write the misspelt words out correctly, three times, before they start their next piece of

work. Time will be allocated if a child has used a "difficult" word and misspelt it, the teacher may write it above the misspelt work in the child's work just to show how it is spelt. The child is not expected to learn these spellings. Time will be allocated for the pupils to correct and reflect on these.

#### **Mathematics:**

- A small dot or circle is used to indicate an incorrect answer. Corrections will be done underneath/next to the piece of work.
- Each child is given specific targets derived from assessments and individual ways forward are identified via teacher assessment.
- If there are several errors the teacher will make an appropriate comment.

#### **General Marking:**

When marking we will mark to the learning objective and success criteria that has been set and the following marking symbols will be used (see appendix).

**Comments:** Comments (when appropriate) written on a child's work may be written for the child to read, or there may be a note for us about the verbal interaction that took place. Marking will also serve to indicate to the child how to move forward and act as guidance for future work. Children will be given planned opportunities to respond and act upon/address teacher feedback.

**Focus Group Marking:** Teachers may choose to mark in detail a focus group each day but ensure that all children are marked in full by the end of the week.

**Non-Negotiables:** Pride in our work and in our presentation (appropriate to the pupils age) is a non-negotiable with children reminded of this whenever appropriate through instant feedback and / or marking. In addition, each year group will have a 'Big Five' must have expectations for all their written work.

Year 1 - Full stops, capital letters, accurate letter and number formation, finger spaces and does it make sense?

Year 2 - Interesting adjectives, capital letters & full stops, accurate letter and number formation, finger spaces and does it make sense?

Year 3 - Accurately punctuated sentences, clear and neat handwriting, accurate spelling of key words, effective vocabulary choices and every sentence making sense.

Year 4 - Accurately punctuated sentences, joined handwriting, accurate spelling of key words, effective vocabulary choices and every sentence making sense.

#### **Presentation**

All staff will model high levels of presentation in terms of layout and handwriting and layout. Hand written work will be used in conjunction with typed print. All written titles should be underlined with a ruler. Where possible children will write their own date, so long as this does not negatively impact on the learning for the lesson.

Appendix 1~ Marking symbols inserted:

- ✓ Indicates a standard piece of work or effort.
- ☺ Indicates good work or effort by that child. It may be accompanied by stickers and house points, or by other class rewards.
- ☹ Indicates poor work or effort by that child and accompanied by a comment explaining why.
- VF Or a stamp is used to indicate where a teacher has given the pupil verbal feedback or ideas have been shared orally.
- S Indicates where a teacher has given the pupil support.
- G Indicates group work.
- Sp (x3) Spelling error to be corrected three times
- P Punctuation error
- PS Peer support
- T Target for future work



Green for good



Pink for think

The lesson objective / challenge is ticked to indicate it has been achieved.