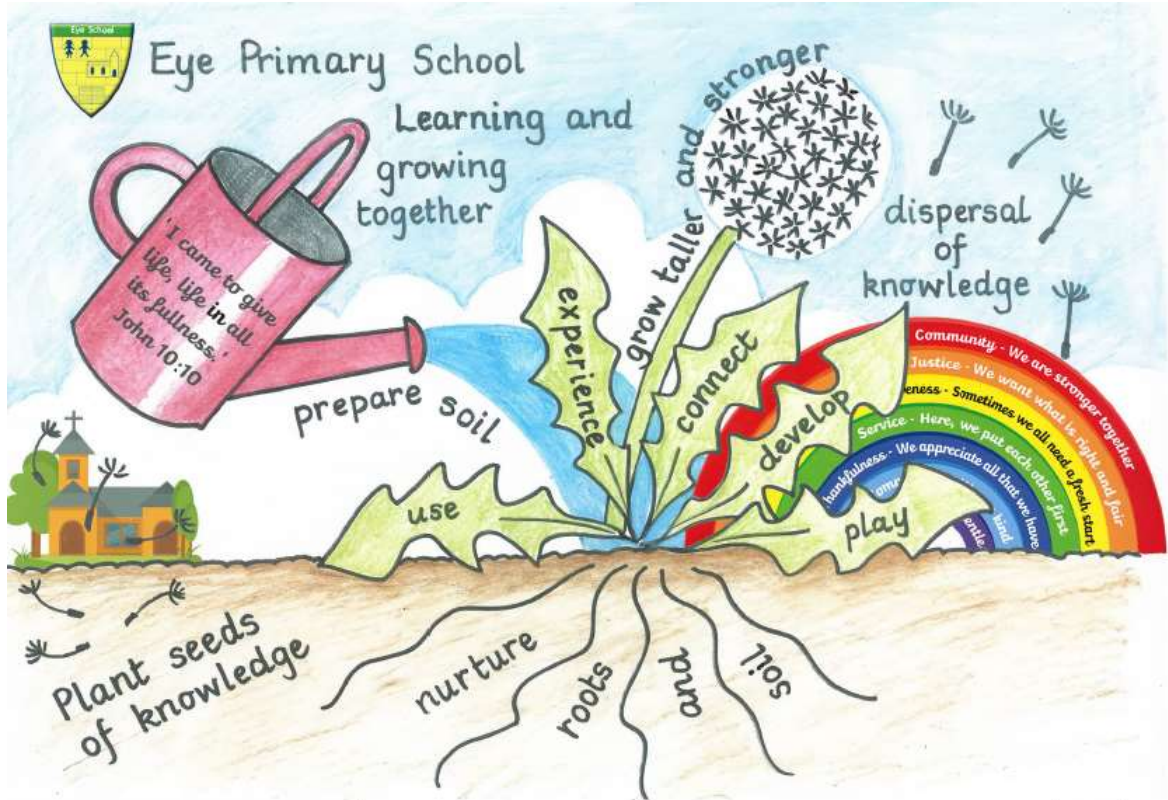


Eye CE Primary School

Effective Feedback Policy



Learning and GROWing Together

"I have come that they may have life, and have it to the full."

John 10:10

Eye CE Primary School

Effective Feedback Policy

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

Aims and Core Principles:

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective feedback to pupils regarding their learning in order to maximize progress and support pupils in becoming effective learners. Effective feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables successful learning.

Core Principles:

- **Feedback should move learning forward**
- **Feedback should celebrate effort**
- **Feedback should be understood by the child**
- **Children should act on feedback to move learning forward**
- **Feedback should be meaningful, motivating and manageable**

Feedback – In a Nutshell

- Will be given in a timely fashion for every piece of learning (either orally, written or acknowledged);
- Will happen at any timely point, either during or following a lesson (or both);
- Can be done by the adult or the pupils (or both);
- Will look for successes linked to the SC and Lesson aim (using highlighting, colour coding);
- Will find an area for development linked to the SC and Lesson aim. *Grammatical misconceptions/ spellings may also form part of the development step. Where teachers devise next steps that deepen, challenge and extend learning, this will usually be verbal rather than written and might be individual or whole class;*
- Will include a response to the feedback from the pupil, where required;
- Will seek to make connections between current and subsequent learning;
- We will know if the feedback has been effective as the evidence will be in the subsequent learning of the students.

Feedback in Practice – Do Less But Better!

Feedback is essentially given in the following three ways (in order of decreasing impact):

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson / learning activity
3. Review feedback – away from the point of teaching (including written comments made away from the student / distance marking)

After a staff survey and open consultation on workload, the following policy outlines our collective decision on feedback and marking at Eye CE Primary School.

Feedback

In Written Learning:

➤ Successes:

Successes (linked to the Lesson Aim and SC) will be **highlighted** by the teacher or underlined by the pupils via self or peer assessment within writing in English lessons. This can be done as part of live feedback or form part of distance feedback after the lesson.

➤ Areas for development:

In distance feedback, a teacher may set an improvement prompt linked to the Lesson Aim/ development point from the writing.

Within **live feedback**, a teacher may give **verbal feedback** about what the pupil should include in their learning linked to the Lesson Aim and SC. The child should then be guided to implement the advice.

During a reflection point, a child or peer may set themselves a target for the next part of the lesson / subsequent lesson (these can take place at any point within a lesson).

➤ Connectivity:

Where meaningful and appropriate, a child will reflect on successes and areas for development during a **DIRT** session (dedicated improvement and reflection time). These **DIRT** sessions may be at the end of a lesson, within the lesson or at the beginning of the next lesson. The development point can become a target for the next piece of learning.

In Math Learning

➤ Successes:

- ❖ Will be given verbally by the teacher and/or peers.
- ❖ Children can write successes / notable learning points during reflection time if they feel it would benefit them

- ❖ Dots (noting errors) followed by ticks ✓ ☺ will demonstrate progress
- ❖ All individual questions will be marked

➤ Areas for development:

In distance feedback, a teacher may set a **next step** linked to the Lesson Aim/ SC.

Within live feedback, a teacher may give **verbal feedback** about what the pupil should include in their learning linked to the Lesson Aim and SC. The child should then be guided to implement the advice.

During a **reflection point/DIRT**, a child or peer may set themselves a target for the next part of the lesson / subsequent lesson or may note down a learning point that will assist them in subsequent learning (these can take place at any point within a lesson).

In All Learning:

- Teachers will feedback in **pink** (positive) and **green** (growth) pen or highlighter only— at their discretion.
- Children will feedback in **blue** pens (and pencil for younger children).
- All draft writing will be developmentally marked.
- All math and English learning should be at the least acknowledged marked on a daily basis.
- Pictorial/ other evidence will be acknowledged on our online See-saw platform.

Types of Effective Feedback @ Eye – Explanations and Examples:

IMMEDIATE: 'Live' Developmental Feedback:

- May include highlighting of successes linked to Lesson Aim / SC
- Impact of feedback should be seen subsequently in learning and can be identified either through self/peer assessment or by the teacher (e.g. highlighting)
- Feedback conferences (FC) can be used for longer / more thorough marks (e.g. pupil and teacher reviewing a piece of learning in its entirety together 1:1).

REVIEW: 'Distance' Developmental Feedback

Can involve:

- Highlighting and NS feedback for written learning
- NS's in math
- Targeted retrieval practice
- Completion of SC grids (where individual ones are deemed necessary)

Of course, teachers may have noticed a commonality and this might be addressed in small groups/ as a whole class rather than individually written in all books. Similarly, next steps might be addressed as a whole class point of discussion i.e. by using the class visualizer.

IMMEDIATE: Integrated Feedback:

- Uses reflection points within the lesson to re-focus the learning on the Lesson Aim and SC
- May involve the use of the visualizer to look at and unpick examples
- Impact of DIRT/ editing should be evident in pupils' subsequent learning (where appropriate).
- In written work, this can be highlighted by the teacher or identified by the child in their learning within the lesson.
- In math, this might offer a hint, tip, pattern or method the child or teacher wants to note to drive forward / apply to their learning.

REVIEW: Acknowledgement Marking

- This takes the form of ticking the title/ lesson aim and sometimes a brief comment (using the teacher's discretion). Written comments are NOT compulsory in everyday marking.
- A tick in **pink** will show that the lesson aim has been met and good progress was made within the session.
- A tick in **green** will show that the lesson intent has not been met in full and further intervention/ scaffolds are required to support the learner in meeting the expectation.
- Impact will be shown in subsequent learning where actions have been taken to address the findings from the marking (where children get **a green tick** this is scaffolded to become **a pink tick**).
- Where possible, impact sessions IMP (intervention/pre-teaches) and teacher-assisted learning should be recorded in books to fully demonstrate the learning journey and the amount of support given to ensure that all children are meeting the session intent. If it was not deemed necessary to formally record, then evidence of improvement and impact should be seen in subsequent work.

IMMEDIATE/ SUMMARY/ REVIEW: Self-assessment and paired/peer assessment

This can include:

- Identifying aspects of their work to show success linked to the SC/Lesson Aim (Could be colour coded).
- Marking their own work with a **blue pen**.

Any assessment made by the children still requires acknowledgment marking from the teacher.

Expectations and Guidelines for Written Feedback:

- All teachers will mark in pink and identify successes using a highlighter or green pen for 'growth'
- Marking should be done in a clear, legible, hand – aligned to the school handwriting script.
- Children will mark in blue pen and identify success in pencil crayon if colour-coding against the different success criteria only.
- All pupils' learning is to be at least 'acknowledged' by Teacher or Support Staff.
- In both math and English, there will be developmental marking as and when children require it. This can take place within or after the lesson.
- Any next steps issued will be counter-marked.

Foundation Subject Marking:

This learning can be marked as required (a mix of acknowledgement marking and/or developmental marking, self/peer assessment counter checked by the teacher).

Any pieces of extended writing in other subjects deserves the same marking attention as though they were in the pupils' English book.

Spelling Journals/ jotters / Scrapbooks

Although these might be checked by the teacher, they will not be subjected to formal marking (in order to remove restrictions from the children's thinking, etc).

Home-Learning:

Pupils may self-assess their home-learning using blue pen and then this can be counter-marked by the teacher either via a comment or **tick** (acknowledgement marking). If pupils have not self-assessed their home-learning, the teacher will provide some form of written feedback (e.g. a brief comment /**tick**).

Learning Non-Negotiables including Spellings:

- If a child is misspelling a high frequency word, or a word that has been featured in the weekly spelling work / is a word the child should know, the teacher should use their discretion to comment on this.
- 'Sp' to identify the spelling to be corrected. This should be followed up using appropriate methods to be decided by the class teacher and from our spelling training. Children will not be required to repeat a spelling three times, or undertake any such process which does not comply with the research and good practice we have learnt from. These will instead be corrected using purposeful techniques. **This spelling should not be repeated in future work.**
- If a child consistently presents work inappropriately, the teacher will discuss this with him/ her and will monitor the work, getting the child to re-do it in line with our presentation expectations.
- Errors in work (particularly in math) will be indicated with a small dot in green. No X will be used in any teacher marking.

Rewards such as stickers should not be given directly for work as this distracts from the highlighting and can have a negative effect on self-esteem when work is submitted and not rewarded. The aim is for children to seek intrinsic, as opposed to extrinsic, rewards in their learning.

Responsibilities:

All pupils' learning should be reviewed by the teacher responsible for delivering the lesson at the earliest appropriate opportunity so that it might impact on future learning. When learning is reviewed, it should be acknowledged (in books or wherever the learning has taken place). In almost all circumstances, this will be in time for the next lesson to ensure maximum impact for the learners. Supply teachers/ cover staff who carry out work in the school are expected to mark all work in accordance with this policy.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area.



It is the responsibility of the Headteacher and DHT to ensure that the application of the effective feedback policy is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Support staff / other adults should mark work with groups of pupils with whom they have been working unless other arrangements are made in discussion with the class teacher. They should use IMP to show where a session is an intervention to support learning.

Ultimately, the class teacher is responsible for ensuring that all learning (excluding jotters, scrapbooks and spelling journals) has at least been 'acknowledged'.

Eye Marking Codes



Daily marking across all subjects	
<i>*Live marking (and verbal feedback) is a part of all sessions.*</i>	
✓	This means that you have achieved your Lesson Aim
✓	This means that you haven't yet met the Lesson Aim
Green dot . Green Comment NS (next step)	Anything your teacher writes in <u>green</u> is a way for you to <u>improve</u> your work and achieve the Lesson Aim. A <u>dot</u> is an error which needs correcting
✓Ⓞ	Green challenge met/ correction checked
sp. <u>gr.</u> h.	Spelling, grammatical or handwriting error to correct
//	New paragraph needed
Pink highlight	This is evidence of particular success in your work.
Green highlight	This is an error which needs correcting or a specific area to focus on.
Blue writing (Y2-Y6) Pencil (Year 1)	Child response/ editing/ reflecting
IMP	Impact session (intervention to support learning/ achieving Lesson Aim outside of the lesson)
FC	Feedback conference—Used where a teacher has sat alongside an individual to review the learning.
<i>The impact of our feedback will be evident in future pieces of learning.</i>	
KS1 specific:	
	Finger space needed
	Check your full stops
Aa	Check your capital letters

