Cutnall Green First School
Feedback Policy

"The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education has to be dollops of feedback." John Hattie

This policy has been written after much research and discussion and taking account of the following:
- **EEF research**
- **Eliminating unnecessary workload around marking- Report of Review Group**
- **Staff and pupil discussions**

Building a culture of feedback has to involve all pupils from the earliest age phase. Introducing the language of feedback from EYFS embeds the culture and helps pupils feel successful for their efforts and enjoyment of learning.

RATIONALE

To ensure that all children receive feedback which will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.
This policy is to be used in conjunction with the teaching and learning policy.

PURPOSE

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

When pupils see themselves as evaluators of their own learning, it has 2 main advantages:
1. It makes the learning process visible and tangible, ensuring teachers see the misconceptions or gaps in learning.
2. It capitalises on peer collaboration and critique, building a common language for learning improvement.

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PRINCIPLES

Feedback can have different roles and purposes at different times and can involve both written and verbal feedback.
These are our main principles:

- The sole focus of feedback and marking should be to further children's learning;
- Evidence of feedback and marking is incidental to the process, there is no need to provide additional evidence for others;
- Written comments should only be used where they are accessible to pupils according to age and ability;
- Feedback is provided both to teachers and pupils as part of the assessment processes in the classroom and takes many forms other than written comments;
- Feedback is part of the school's wider assessment process, which aims 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.

The learning environment is critical to the success of enabling quality feedback. This takes on many forms, including:

- Supporting children's understanding in the process of learning
- Providing a visual resource and a reference to scaffold learning
- Supporting current learning and pertinent prior learning
- Representing the work in progress
- Modelling specific skills for children to reference, including children's examples
- Helping independent learning
- Showing progress in learning concepts or steps

Processes
There are 4 types of marking and feedback that occur during teaching and learning:

i).**Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.

ii) **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

iii) **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

iv) **Self-assessment and peer assessment** of the attainment and success of a piece of work

What is feedback?

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

Please see appendix 1 for an overview of the different types of feedback

Managing Workload

The following points are intended as guidance for staff when considering how to organise and manage marking/feedback:

- ✓ Where appropriate, provide opportunities for children to self-mark.
- ✓ Use some plenary times to go through work and mark it as a class or use peer assessment.
- ✓ Flexibility is important, the time available and nature of the task will influence whether staff are able to give feedback within the lesson.
- ✓ When work has been marked away from the children, set aside time for children to read and respond.

GUIDELINES for marking

Meaningful, manageable, motivating

The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work. (Eliminating unnecessary workload around marking)

Foundation Stage:

- Ongoing learning journeys used for assessment and planning next steps.
- Verbal feedback and discussion about learning take place between staff and children regularly.
- Children traffic light written work and developmental comments where appropriate.

Key Stage 1/2

All written work.

- Children to use traffic light system against all written work in all subjects based on success criteria of particular task.
- Teacher to respond using traffic light system to highlight WALT and give verbal or written feedback as appropriate. Write VF in book if verbal feedback is given.
- 1 piece of work marked in depth (at least weekly for English/Maths and half termly for topic) and children to respond. This can be verbal or written.
- All work marked showing correct answers with a tick and incorrect answers with a dot in maths.
- All homework to be marked with comments in relation to effort and presentation.

Support staff to be involved in marking and feedback as directed by the teacher and as appropriate to age group of children.

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Self Evaluation/Peer Assessment

- Children should be trained in the process of self-evaluation/peer assessment, looking for success measured against criteria and suggesting improvements.
- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self esteem.
- Feedback/peer assessment can be oral or written according to the ability of the child.
- Children should be trained to give an improvement suggestion.
- Children should be given time and opportunity to act upon suggestions.
- The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher.

Monitoring and evaluation:

The Senior Management Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.
The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

Equal Opportunities:

- The Feedback Policy and Marking Procedure, encourages the practice of inclusion for all.

Review of the Policy:

- The policy will be reviewed annually.

- The date of the next annual review will be September 2017

Mark Less, Mark Better

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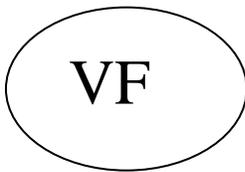
How is your learning?

You have achieved the objective.

You are beginning to understand.

We will need to look at this again.

VF

verbal feedback

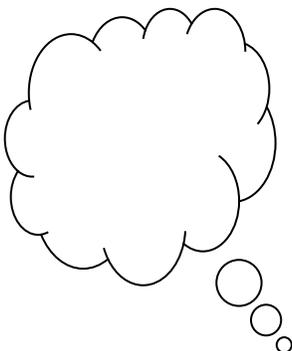Your learning has been discussed with you.

S

supported

You have been supported by an adult.

I

independent

You have done this work on your own.

You may have a comment and something more to do to move your learning forward. It may be something to try again or something to make you think deeper.

Appendix 1:
Types of Feedback

Type	What it looks like
Immediate	• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code.
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need
Review	• Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action

Appendix 2

Examples of feedback prompts requesting response.

Writing prompts	Maths Prompts
Read your work – can you add… (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add…(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	How could you check this?
Now try these… (if activity writing about prompts/pictures/adding punctuation/Grammar)	Can you find where you went wrong?
Is there another way you could write this information (highlight sentence)?	Now try these… (extension questions/Consolidation questions)
Can you find a way you could write this in a shorter sentence?	If the answer was ….. What could the question be?
Finish this sentence: …..	Is there another way you could do this?
Fill in the blanks: …..	Finish this sentence: ….. (Explaining work)
Highlight the sentence where you have used… (adverbials, conjunctions, correct punctuation, inverted commas, persuasive language, etc)	Fill in the blanks: …. e.g. □2 + □6 = 6□
Tell me … that have …? e.g Tell me two sentences that have adverbials.	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
What … would you use to…? e.g. What word would you use show me what the character is feeling?	Tell me … that have …? Tell me two numbers that have a difference of 12.
Please write another … conjunction/sentence that shows me how the caterpillar moved.	What … would you use to…? e.g. What unit would you use to measure the width of the table?
Show me how you think this sentence would work with …adverbials/conjunction/ adjectives.	What are the … of … ? What are the factors of 42?
Show me how you could write it with … adverbials, conjunctions, punctuation?	What is another … method that might have worked?
What would happen if…?	Show me how you think this will work with …other numbers/3 digit numbers?
What new words have you used today? What do they mean?	Show me how you could do it with … simpler numbers… fewer numbers … using a number line?
What if…..?	What would happen if…? e.g. What would happen if you started with 52?

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Appendix 3: Example of marking crib sheet

Praise:	Missing/Incomplete Work:	SPaG Errors:
Cause for Concern:	Misconceptions: Actions:	Presentation:
Polaroid Moments:		

Appendix 4: Questioning Template

Questioning Template

		Complexity					
		Is….	Did….	Can….	Would…..	Will….	Might….
Complexity	Who….	Who is correct?	Who did it this way?	Who can show me a different way to ……?	Who would like to explain how they did ……?	Who will show us what a common mistake might be?	Who might use…?
	What….	What is the answer? What is the same or different from ….?	What did you do to get that answer?	What can you change to get the correct answer?	What would a picture of that look like?	What will the 'rule' be?	What might you do if the question said …….?
	Where….	Where is there something you know?	Where did that come from?	Where can we use this?	Where would you use this method again?	Where will you be able to use this?	Where else might you see …..?
	When….	When is that true? Always? Sometime? Never?	When did you do something like this before?	When can we use this knowledge/ method/idea?	When would this not be the most efficient way to work?	When will this not work?	When might this not be true /right?
	Why….	Why is that right?	Why did that not work?	Why can you do that? Why can you not do that?	Why would you choose that method?	Why will that lead you to the next step?	Why might this be similar to before but not work this time? Why might the question have several possible answers?
	How….	How is this like the example on the …..?	How did you know the answer was correct?	How can you tackle this? How can you use manipulatives to show this?	How would you tackle this in a different way? How would you draw that?	How will you show that? How do you know you are correct?	How might you explain that to someone else? How might you prove this?

Appendix 5
Ideas for reasoning prompts in mathematics

Explain what is wrong and correct the mistake…
Explain why….
Convince me that ……
Give me an example of ……
What is the same and what is different about…..?
How do you know that …..?
What clues do you look for when …..?
Is it possible to ……..?
How do you go about …….?
What is the minimum information you need to be able to …….?