



Water Primary School

Feedback Policy



Water Primary School

Approved by Governors:

Review date: Autumn 2023

***The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching.
The audience for the marking is the children.***

Principles

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) 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;
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them;
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Our policy will ensure teachers:

- Provide **meaningful** feedback to the child;
- Highlight areas for development / improvement / correction thereby enabling the child to identify clear 'next steps' providing **motivation** for learning;
- Inform effective planning of lessons;
- Have the ability to record progress related to learning objectives;
- Can **manage** workload around feedback;
- Understand the sole purpose of feedback is to improve children's learning.

General Principles

Verbal feedback will be given to children during the lesson wherever possible. Verbal feedback will be immediate, during the learning and may be individual, group based, or to the whole class. (*See strategies to support effective feedback*).

Teachers will work with groups on a daily basis and give verbal feedback to move them forward. Assessment information is entered from any learning discussions onto 'Balance' as appropriate.

Indicating support

Support given will be identified next to the learning objective or next to a question (Maths) by writing:

- S - adult support
- G - guided write

Please see Appendix A for the full list of marking codes.

Peer and Self Assessment

Children are expected to self assess against the learning objective, using a scale of 0-9 to indicate which section of the Balance Learning Wheel represents their learning progress. Whole class feedback will be used to identify strengths, address common errors and highlight areas for development. With guidance, children are expected to identify where they have met the success criteria.

Expectations:

- **Each piece of work will be marked by an adult. It is not expected that every piece of work has written comments from the teacher.** It is necessary that some pieces may be verbally discussed with pupil and teacher. Any work assessed by pupils will be commented on by an adult (Marking Codes). Feedback on activities will be completed by ***the next lesson in that particular subject, this can be completed during the lesson (circulating) or during assembly (Same Day Intervention - SDI).***
- In English
 - Reading journals will be marked (used in Whole Class Guided Reading sessions).
 - Both short and longer writing opportunities will be marked.
 - Detailed feedback and marking will be given to extended pieces.
- In Maths, ***correct answers will be ticked, but incorrect attempts will be marked with a dot (Thinking spot) and misconceptions dealt with by teacher with pupil as soon as possible (when possible, during the lesson).***
- In other areas of learning
 - Feedback and marking needs to acknowledge progress towards the learning objective.
- All subjects will begin their unit of work with a learning journey, this outlines the key learning intentions and areas of learning for the unit. Teachers will use this to assess the children after each lesson.
- Each lesson will have a learning title and steps to success, these are used as prompts for children to meet their learning intention as well as for teachers to mark against them.

NCETM: Marking and Evidence Guidance for Primary Mathematics Teaching

Teachers will:

- **Always** address incorrect work. This may be done through: corrections, oral feedback given or comments to feedback on. This may also at times be addressed in subsequent lessons (repetition of the learning objective) to address misconceptions.
- Always provide pupils with time to respond to feedback.
- Give 'next steps' to help to push children's thinking forward **when needed**.
- Use feedback to push children's reasoning and communication about mathematical ideas (particularly in Maths Workbooks).

Maths Workbooks

Marking of Maths Workbooks will mainly be done during the lesson and during assembly time to allow for **SDI**. Additional verbal feedback will be given as needed; misconceptions are to be addressed. Journals are used to run alongside the children's Maths Workbooks to record deepening tasks.

Every piece of work should be marked with ticks or dots to indicate whether it is correct or incorrect in both Maths Workbooks and Maths Journals. Children will usually correct their work after the appropriate intervention has been given.

There should be evidence of children correcting their mistakes to show they understand where they went wrong. This should be completed in purple pen.

Strategies to support effective feedback

A range of strategies / approaches should be used to ensure children receive high quality feedback at the point of learning. Teachers are to use strategies and capture the learning on Balance. This is not an exhaustive list and should be added to as practice and research develops.

Piles / book organisation	Books are organised into piles at the end of a session. Those children who have achieved the objective / those who need some clarification and those who need further support. The teacher will note what has worked well and identify pupils who require further support.
ABCD cards	ABCD cards used regularly to address any misconceptions in class. Any misunderstanding can be dealt with and understanding recorded on Balance in the moment.
Exit passes	Exit passes will show a depth of understanding.
AirServer	<u>AirServer is the most important tool when considering formative assessment in the classroom.</u> This should be used regularly when looking at work and considering self and peer assessment. Please note proof-reading and editing section.
Individual / group feedback session	Based on information collected by the teacher, pupils will receive focussed feedback from staff as individuals or as a group if there is a theme that needs addressing.
0-9 scale	Pupils will self assess using the 0-9 scale of the Balance Learning Wheel represents their learning progress. This can then be used by the teacher to consider their depth and accuracy of understanding.
Environment	Teachers must consider their environment carefully. Tables are to be set up to facilitate effective feedback at all times.
Reactive planning	Next steps - whole class teaching.

Appendix A – Marking Codes

Marking Codes –

Teachers' written feedback is given in blue

TAs' written feedback is given in blue

Children respond to comments in purple pen

All marking is to be done in a clear legible handwriting aligned to the school handwriting script

The marking code should be accessible to all pupils in the learning environment

S – Support given

I - Independent

G – Guided group work

T – Target applied

V – Verbal Feedback

A school stamp to be used to encourage, acknowledge good work and learning objectives achieved.

English

√ √

Exceeding expectations

Sp

Spelling mistake – sp over the word, correction in the margin (focus on spellings lists for particular year group)

P

punctuation (p written in the place of the missed punctuation)

G

grammar

C

Capital Letters

In addition –

Maths

√ √

Exceeding expectations

■

Thinking Spot for incorrect answer or misconception

Self Assessment


Pupils will self assess in all subjects using the 0-9 scale to indicate which section of the Balance Learning Wheel represents their learning progress.

Anyone marking work other than the class teacher must initial the work they have marked.

General Principles – Early Years Foundation Stage

We expect some children to be familiar and confident with this marking system by the January and all by the Summer term.

- S- supported
- I - Independent
- --- underline incorrect formation/orientation of letters. Children to correct at the bottom of their work.
- --- underline up to 2 spellings. Give correct spellings at bottom of work and children find and copy correctly.
- / - spacing between words
- . Thinking Spot.

This policy/document was reviewed by:- Signed:  Position Heateacher Signed. T. Cuthbertson Position Chair of Governors	Date: September 2022
The next revision date is: September 2023	