



# MELLING PRIMARY SCHOOL

*'Be the best that you can be'*

## FEEDBACK ON LEARNING POLICY

<b>Policy written</b>	
<b>Governor ratified</b>	
<b>Date for review</b>	

## 1.Rationale

The purpose of this policy is to establish how the teachers and support staff provide feedback to pupils in order to maximise progress and deepen learning. The Feedback Policy is reviewed against the latest research in effective assessment for learning and also against the DfE review of teacher workload. It aims to give teachers and teaching assistants a clear Melling ethos of how to provide feedback (both written and verbal) to all pupils in order that they learn effectively.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. This research shows that effective feedback should:

- Redirect or re-focus the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Acknowledge and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell pupils where they are going wrong

Both written and verbal feedback are seen as effective ways of moving children's learning on and both will be used appropriately with regards to the following principles:

- Sole focus of any feedback should be to further children's learning.
- Evidence of feedback including marking is incidental to the process.
- Written comments are only used where they are accessible to the pupils according to their age and ability and when they are useful to aid a teacher's assessment of learning for dialogue and tracking.
- Feedback delivered closest to the point of action is the most effective, and as such feedback delivered in lessons is more effective than comments made at a later date.
- Feedback is part of our wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good and better progress.
- All pupils work should be reviewed by teachers at the earliest opportunity so that it can impact on future learning. When work is reviewed, it should be acknowledged in books.

As a school, we encourage staff to use their professional judgment to decide when is the right time to provide verbal feedback, to surface mark, when it needs highlighting, when an acknowledgement comment is needed or when a next step written comment is the right approach. It goes without saying that this judgment needs to be based on what will most positively impact that child's progress.

## 2.Making that decision:

2.1 Feedback must be seen as an integral part of our assessment system. The three principles of effective feedback are that it must be:

**Meaningful:** feedback varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

**Manageable:** feedback is proportionate and considers the frequency and complexity of written feedback and the transitory nature of verbal feedback, as well as the cost and time-effectiveness of the chosen feedback in relation to the overall workload of teachers.

**Motivating:** Feedback should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

## 2.2 Feedback in Practice

We give feedback in the following three ways depending on the age of the child, the task that has been completed, the subject and the intended outcome:

1. Immediate feedback – at the point of teaching (responding to children’s efforts during a lesson)
2. Summary feedback – at the end of a lesson / task
3. Review feedback – away from the point of teaching (including written comments)

Feedback can be a range of forms: written, oral, self, peer or group feedback. Other methods of feedback are often more appropriate and have more impact than written marking.

Quality feedback and marking acknowledges what has been learned, develops self confidence, raises self esteem, poses questions which encourage further thinking or clarity of understanding, encourages the learner to take the next steps and provides opportunities for self assessment, helping pupils become reflective learners. Teachers should remember that the earlier the intervention to tackle misconceptions the more effective the outcome.

The diagram below identifies the many forms of feedback that a teacher or teaching assistant may choose to deepen learning and ensure progress.



### **2.3 Quality feedback (written or verbal) happens most effectively when:**

- Clear objectives and success criteria are set, reinforced and repeated during a lesson/unit of work.
- Pupils have lots of opportunities to reflect and make improvements before the teacher is involved in the process.
- Pupils work harder than the teacher.
- Self and peer assessment are used regularly, with clear, age appropriate criteria.
- Regular opportunities are planned in to develop their own self assessment, reflective and evaluative skills.
- Marking of pupils' work has an impact; otherwise teachers are discouraged from doing it.
- Teachers keep brief notes recording the pupils they have focused on or add to their planning who they need to work with next, this could be on paper, or using technology (e.g. spread sheet on iPad as a running log)
- Any feedback to pupils is age-related, so that the intended audience can understand what is said or written.
- Teachers think about the type of task and plan the type of feedback that will have the most impact.
- Real time marking, or 'as and when during a lesson' marking has a positive impact upon pupils' learning and progression by tackling misconceptions early and giving the pupil an opportunity to correct errors immediately.
- Careful and deep questioning of pupils is more important than marking pupils' work.
- Our younger pupils discuss what they have got right and what they need to fix without the teacher reading a comment to them. The older children are self-marking and assessing their own learning.
- In EYFS, teachers give feedback on the work with the pupil and use direct teaching to make improvements. The next piece of work completed will reflect any misconceptions or areas requiring focus.
- Work in EYFS is not 'marked' unless the comments help the teacher in assessing or tracking progress.
- Time is given within lessons to feedback and mark work with children. The pupils, where appropriate, take more ownership, marking their own work and assessing whether they had met their learning objective and how much of the success criteria they had met.
- Paired marking is utilised more frequently with a more able pupil to support understanding (marking partners).
- Marking ladders or success criteria are used by both the teaching team and pupils in English to assess extended writing. This may be done in a face to face session or a guided session for younger pupils.

### **2.4 A word of guidance re written marking:**

Written marking is still seen as valid, effective feedback option when the following has been considered:

- Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

- Our starting point is that marking – providing written feedback on pupils' work – must be proportionate to the impact it has on pupil progress.

- Marking is a vital element of teaching, but when it is ineffective it can be demoralising and a waste of time for teachers and pupils alike. 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.

- There is no 'one-size-fits-all' approach. A balance needs to be struck between a core and consistent approach and trusting teachers to focus on what is best for their pupils and circumstances. The core principle then is that in Melling all marking (as any feedback) should be meaningful, manageable and motivating.

**Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

**Manageable:** marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

**Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

### **3. Ensuring written marking has a consistent approach:**

Before a teacher marks a piece of work – children **MUST** be given the opportunity to 'have a second look' at their work in order to self-edit, correct and improve.

#### **3.1 Objective led marking to improve learning in writing:**

-Make sure the learning objective of the task is secure and (where appropriate) has been broken down into success criteria

-Share the learning objective and success criteria for every task with pupils

-Focus marking on learning objectives by identifying elements that best fulfil the objective (by highlighting in yellow for achieving expected objective and green for greater depth).

-Highlight in pink where the work could be improved and write a 'closing the gap' prompt as a guide.

-Marking spelling, punctuation and aspects of presentation as appropriate.

-Avoid writing large pieces of prose at the end of the piece of work (which might not be understood).  
With younger children, dialogue may be recorded as a memory prompt for the teacher.

-Allow a few minutes of specific lesson time for pupils to read the marking and make improvement, using the “closing the gap” prompt as a guide.

-See Appendix 1 – prompt sheet for pupils

### **3.2 Written Feedback in Mathematics**

-It is recognised that immediate feedback (as and when in a lesson) is important in Mathematics marking, in order to deal with misconceptions and errors at source.

-Ability specific objectives are vital in order to track progress and ensure that written feedback is appropriate and targeted.

-To ensure written feedback in Maths is kept manageable and effective the following system will be used:

-A green dot will be placed next to a correction that needs to be addressed in fix-it time.

-At the end of a piece of work a colour coded dot will be placed by the objective:

**red dot** meaning some reteaching is necessary at fix-it time (emerging stage of learning an objective);

**a yellow dot** meaning identified corrections need to be addressed in fix-it time (expected stage of learning an objective);

**a green dot** meaning a challenge set needs to be addressed in fix-it time (greater depth stage of learning an objective).

### **3.3 Written feedback in other subjects:**

The colour coded dot system will be used in other subjects such as History, Geography, RE as long as the learning objective is clear, precise and SMART.

### **3.4 Written feedback codes:**

See Appendix 2

### **4. Types of feedback specific to subjects;**

See grid Appendix 3.

Appendix 1

independent (I)

paired (P)

guided with a teacher (GT)

guided with a TA (GTA)

guided with a student (GST)

shared (Sh)

supported teacher (ST)

supported TA (STA)

Appendix 2

MELLING PRIMARY SCHOOL					
MARKING, FEEDBACK, ASSESSMENT AND MONITORING					
SUBJECT / ASPECT	MARKED FEEDBACK	PUPIL MARKING & RESPONSE	OTHER	ASSESSMENT	MODERATION & MONITORING
<b>WRITING - EXTENDED</b>	<ul style="list-style-type: none"> <li>-Highlight yellow expected; green greater depth; pink for aspects to improve</li> <li>-Symbols for corrections</li> <li>-Two stars and a wish</li> <li>-Highlighting PHS</li> </ul>	<ul style="list-style-type: none"> <li>-Use of marking ladders to self-assess</li> <li>-First go at edit and improve using MUST targets</li> <li>-Respond to 'wish' in a redraft</li> </ul>	<ul style="list-style-type: none"> <li>-Verbal one to one conferencing with adult</li> <li>-Peer dialogue using marking ladder?</li> <li>-NAG cards</li> </ul>	<ul style="list-style-type: none"> <li>-Criteria from previous year, present year at front of books – assessed over time</li> </ul>	<ul style="list-style-type: none"> <li>-Subject Leader/Headteacher monitors target children on a rolling programme of book scrutinies throughout a term</li> <li>-Staff meetings for moderation of standards anonymised</li> </ul>
<b>SPAG</b>	<ul style="list-style-type: none"> <li>-Hammer Grammar scores</li> <li>-Colour coded dot with appropriate follow up response</li> </ul>	<ul style="list-style-type: none"> <li>-Test marked with children for immediate feedback</li> <li>-Misconceptions added to writing ladders</li> <li>-Hold a sentence self marking as in RWI principle</li> </ul>	<ul style="list-style-type: none"> <li>-NAG cards</li> </ul>	<ul style="list-style-type: none"> <li>-Grammar Hammer half termly</li> <li>-NFER termly</li> </ul>	<ul style="list-style-type: none"> <li>-Tests scores tracked and children identified for pupil interviews</li> <li>-Application of SPAG sample writing scrutinised</li> </ul>
<b>SPELLING</b>	<ul style="list-style-type: none"> <li>-Test score with mistakes highlighted</li> <li>-Three spelling mistakes highlighted in work</li> <li>-Written work marked according to spellings children should know eg spellings that children should</li> </ul>	<ul style="list-style-type: none"> <li>-Record corrected spellings in spelling log – practised in school and at home</li> <li>-Expected to identify non-negotiable key word spelling mistakes</li> </ul>	<ul style="list-style-type: none"> <li>-NAG cards</li> </ul>	<ul style="list-style-type: none"> <li>-Weekly spelling tests</li> <li>-Half termly key word tests</li> <li>-Bi-annual SWST</li> <li>-Termly NFER</li> </ul>	<ul style="list-style-type: none"> <li>-Test scores tracked and monitored</li> <li>-Application of spellings writing/dictation sampled</li> </ul>

	know highlighted for edit and improve.				
<b>READING</b>	-Comprehension tasks marked and colour coded dots given -Termly test scores	-Revisit answers given a green pen dot	-Guided reading immediate feedback	-Guided Reading assessment group sheet -NFER termly	-Reading sampling for identified children <b>(expected band of books needed for each class)</b>
<b>PHONICS</b>	-Written work marked according to sounds that children should know – words that follow familiar sounds underlined for edit and improve	-Daily lesson in KS1 & EYs for immediate feedback -TA intervention small group/one to one based on errors	-Homework – follow up for parents	-Termly RWI assessments – sounds -Termly RWI assessments for all children on speed and fluency -Half termly Phonic screening tracking	-Pupil sampling – Phonic screening check
<b>HANDWRITING</b>	-Letter formation errors identified -NAG card KS2	-Practise of letter identified -Specific chn identified for handwriting club -Underline or highlight incorrect letter formation	-NAG cards KS2 & Y2		-Sampling termly
<b>TIMES TABLE, NUMBER BONDS – PASSPORT</b>	-Test score/instant feedback – with daily/weekly reinforcement of corrections -Passport target levels achieved three times	-Identified children receive one to one feedback	-Mathletics tasks set in relation to errors -Passport tests go home for reinforcement at home -TT Rockstars homework	-Passports TT Rockstars Soundcheck assessment	-Sampling termly -Test scores tracked

<b>FOUR A DAY – WRITTEN CALCULATION</b>	-On the day marking by teacher or TA to address errors as soon as possible -Dots for corrections (??coloured dots??)	-Whole class/group self marking focused on one particular method (precision marking of each stage of the operation). Children can identify the point at which an error was made	-TA one to one intervention on day or as soon after as possible -Group identified for re-teach	-NFER termly arithmetic tests	-Book scrutiny half termly
<b>MATHS LESSON – NEW TEACHING OR REASONING TYPE ACTIVITY</b>	-Colour coded dots with appropriate follow up and response (red=reteach; yellow = self correct; green = challenge)	-Guided group identified for teaching and self marking to identify point of error -TA/teacher one to one marking to identify error	-TA intervention one to one follow up and reteach	-NFER termly tests	-Maths Book scrutiny half termly (target groups)
<b>BASIC SKILLS – KEEPING A RANGE OF ‘ARE’ OBJECTIVES TICKING OVER</b>	-Fortnightly tests marked and scores for tracking and moving on purposes	-Teacher led whole class self marking giving immediate feedback and chance to re-teach	-KS2 Basic Skills lessons in two groups to focus in on gaps in learning and in response to previous test (fluid groups – moved on when felt appropriate)	-Fortnightly tests	-Subject Leader tracks scores and organises groups accordingly
<b>SCIENCE KNOWLEDGE</b>	Colour coded dot to denote: challenge needed, self correct, re-teach.	Self-marking after short test/quiz.	Ongoing quiz type knowledge checks throughout the unit.	Mind-map at the beginning of a topic – then added to in a different colour at the end. Highlight and code criteria sheet in books.	

<b>SCIENCE SKILLS</b>		Pupils use criteria to self evaluate their own performance in an investigation.		Teacher assessed Scientific Enquiry observations. Highlight and code criteria sheet in books.	
<b>HISTORY / GEOGRAPHY / RE</b>	Colour coded dot to denote: challenge needed, self correct, re-teach.	Self-marking after short test/quiz.	Ongoing quiz type knowledge checks throughout the unit.	Mind-map at the beginning of a topic – then added to in a different colour at the end. Highlight and code criteria sheet in books.	
<b>ART / DT</b>		Pupils use criteria to self evaluate their own performance in an investigation.		Age related expected criteria checklist for assessing a piece of work. Highlight and code criteria sheet in books.	
<b>MUSIC</b>		Pupils use criteria to self evaluate their own ability in a performance. .		Performance evaluations – audio and video.	
<b>COMPUTING</b>		Pupils use criteria to self evaluate their own performance in a task.	Ongoing quiz type knowledge checks throughout the unit.	Passport document for every child.	

<b>MfL</b>	Verbal feedback to individuals, pairs, groups in terms of spoken language and writing.	Pupils use criteria to self evaluate their own performance in a spoken or written task.	Ongoing quiz type knowledge checks throughout the unit.	Teacher observation – ongoing assessment.	