



# **Feedback Policy**

## **2020**

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Date Adopted by Governing Body:	October 2020
Date of Next Review:	October 2022

# Feedback Policy

## Rationale

Effective feedback 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.

Effective feedback and its impact on pupil progress can be achieved in a number of ways and varies by age group, subject and what works best for the pupil and teacher in relation to a particular piece of work.

At Brompton & Sawdon Primary School, we believe that teachers should be encouraged to adjust their approach to feedback as necessary and should be trusted to incorporate outcomes into subsequent planning and teaching. Everything they do, including providing effective feedback should only ever be based on what is best **For the Children**.

At Brompton & Sawdon Primary School, we believe that effective feedback is ***meaningful, manageable and motivating*** (in line with DfE and EEF research and recommendations):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf)

[https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF\\_Marking\\_Review\\_April\\_2016.pdf](https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Marking_Review_April_2016.pdf)

At Brompton & Sawdon Primary School, we recognise that feedback takes many forms, including written marking, oral feedback, peer/self-reflection. Therefore, to help staff better understand the principles of this approach and to detract from any previous misconception that providing more detailed written feedback makes one a better teacher regardless of its impact on workload, this policy has been specifically renamed 'Feedback Policy', as opposed to 'Marking Policy' or 'Marking and Feedback Policy' as it has previously been known in this school.

## Aims and Principles

At Brompton & Sawdon Primary School, we aim that feedback (of any form) should be:

- **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.

At Brompton & Sawdon Primary School, where possible, we believe feedback should:

- Be **'In the moment'** – so that children receive the greatest understanding and impact of the feedback they are receiving. This should help teachers to avoid, where possible, 'distance marking' or unnecessarily marking for long periods after school, although it is recognised that this may sometimes be the most practical and effective mode.
- **Include the child in the process** – this may take the form of live marking or marking conferences, where the teacher or teaching assistant discusses the feedback they are providing with the child at the time it is being given.
- **Develop independence and resiliency** – children should have the opportunity to improve themselves and others. This may be done through self-assessment or peer-assessment. Feedback provided to children should also not 'spoon feed' improvement but, rather, provoke improvement.
- **Change the learner and not the work** (Dylan Wiliam, 2019)

## Approaches to Feedback

Teachers and teaching assistants can facilitate and provide the following forms of feedback at their discretion, using the correct approach for the context and age/needs of their pupils:

- **Marking Conferences or Live Marking** – Teachers and teaching assistants discuss the child's work with them, providing oral and/or written feedback as they do. This, ideally, is done during the lesson.
- **Light marking of work** – At the end of a piece of work or unit of work (e.g. in maths), a teacher and teaching assistant can provide a traffic light symbol to denote how successful a student has been with a task or a particular goal (however, this is not mandatory – as it has been in previous policies at this school).
  - Red dot denotes pupil has not securely attained the learning and/or require further support or intervention.
  - Amber dot denotes pupil has made some attainment towards the learning but is not secure (yet).
  - Green dot denotes pupil has successfully attained secure understanding of the learning.
- **Verbal Feedback** – This can be the most effective and efficient method of feedback. It provides students with instant feedback on their work, often before they make errors or apply misconceptions. There is no requirement in this school to evidence and note when verbal feedback is given. However, teachers and teaching assistants may wish to provide 'prompts' next to children's work (i.e. in the margin or next to a question), which allow children to better remember the feedback they have been given.
- **Self-Assessment** – Students are provided with the opportunity to reflect on their own work. This is usually done with an accompanying 'toolkit', model or answer book, so students can understand what success looks like. Students can also use a green pen to write a comment on what they have learnt at the end of a task, if the class teacher deems it appropriate.
- **Peer Assessment** – Students can also provide feedback to other pupils. This not only allows them to achieve National Curriculum objectives (e.g. in English Composition) but also allows them to consider and understand what success looks like, so they can apply it to their own work, avoid misconceptions other students have had. Peer assessment must be developed by the class teacher so that it is effective and taken in a positive

manner by the recipient. Therefore, 'toolkits' or models may be provided first, so that students understand how to provide constructive feedback.

### Marking Codes and Etiquette

Feedback will be provided in the following clear ways. Class teachers are also free to provide additional feedback codes (on top of those below) relevant to the age and needs of the pupils they work with. These must, however, be clear to all students in the class.

- Teachers and teaching assistants provide feedback in **purple** pen.
- Students editing, correcting or self-assessing their own work will use **green** pen.
- Students provided peer-assessment will do so with a **green** pen also, but will initial at the end of the page.
- Teachers and teaching assistant can use **Red, Amber, Green** traffic light dot at the end of a piece of work to show how successful a student has been.
- Summative comment or rewards may be employed by the teacher or teaching assistant if they feel it is appropriate. This may be a short celebratory comment or the awarding of 'Dojos', so the student understands that they have been successful.

### Clerical Improvements

- Teachers and teaching assistants should underline words, phrases or sentences that contain clerical errors (e.g spelling, punctuation or grammar).
- Alternatively, teachers and teaching assistants may wish to highlight clerical errors in the margin next to the line where the error appears, so students have to find their own mistakes. This may be shown through the codes, such as: **Sp** (spelling) or **P** (punctuation).
- Teachers may use a single / to show where a new sentence should appear or a double // to show where a new paragraph is required.
- Teachers and teaching assistants may encourage children to rewrite misspelt words at the end of the page several times, especially where it is a word that is commonly misspelt by that student.

## Editorial Improvements

- Teachers and teaching assistants may provide feedback that requires students to re-draft longer sections of work. This must only be done for purpose and not simply to 'publish' work in neat. This re-drafting must be presented neatly. Students may be encouraged to re-write on a new page, possibly asterisking the section they are editing. Alternatively, students may be encouraged, where appropriate, to use 'writing flaps', where a piece of paper is stuck on top of the editing section of work, so that the edited and original version can both be seen.

## Mathematical Improvements

- Mathematics lends itself to self-assessment and self-marking. Students should be encouraged, regardless of the source of feedback, to correct errors and misconceptions. However, this must be meaningful; students should not be encouraged to correct a longer series of questions where they have applied the same misconception several times. Instead, students should be given the opportunity to correct a smaller group of questions to demonstrate they understand their previous misconception.
- Mathematical improvements should be provided in green pen next to the relevant question. Students may be encouraged to leave space near questions, to allow this to be presented neatly. If it is not possible for this to be presented neatly, then students should be encouraged to show their improvements on the next page, clearly labelling their question.

**Teachers should ensure, wherever possible and practical, that, regardless of the feedback type, there is opportunity for students to act on feedback.**

**There may be occasions where no feedback (including 'light touch marking') is necessary or required in any form as it will have no impact on student learning. This policy acknowledges this, however teachers must be prepared to provide justification if they take this decision.**

## Presentation of Work

Each class employs the use of 'Perfect Page'. This may appear on a class display and/or in the front of children's exercise books. These Perfect Pages are adapted to the age/needs of the class but incorporate the following principles:

### Written Work

- The date will be written in the following format: Day/Date/Month/Year (e.g. Tuesday 28<sup>th</sup> July 2020) on the first available line of a page.

- In the top left-hand corner of the page, the subject(s) of the session will be shown in a code (e.g. Eng for English, His for History, Sci for Science). This will help students understand the relevant subject they are studying. Multiple subjects can be shown by listing multiple codes.
- A line is missed after the date line. The title or learning objective is then written on the next line in the centre of the page.
- Dates and Titles are underline
- Students miss a line after the title and then begin their work.
- New paragraphs are shown by missing a line between them, unless it is being used to show dialogue.

### Mathematical Work

- The date will be written in digital format (e.g. 28.07.20) in the top left-hand corner of the page.
- A line is missed after the date line. A title or objective is then written on the next line in the centre of the page.
- Dates and titles are underlined.
- Question numbers should be shown clearly and neatly by placing a bracket or full stop next to the question number and leaving adequate space for the calculation.
- Students should use one number per square, where possible, to show their calculations.

### Points to Note

- If a student is continuing from a task from the previous day, there is no requirement for the student to rewrite the new date, unless the class teacher feels it is necessary.
- Adequate space/pages should be left after work if it is to be completed in the future.
- Children should be discouraged from:
  - Any form of doodling, especially on front covers of books
  - Writing 'The End' at the end of a piece of work
  - Leaving unnecessary amount of space between questions, paragraphs or work.
- Children should be encouraged to:
  - Cross out errors with a single line (rather than scribbling or using an eraser)
  - Use unused pages
  - Present neatly to the best of their ability

## **Responsibilities**

- Teachers and teaching assistants: to ensure that this policy is consistently carried out with the fundamental driver that all feedback provided is 'For the Children' and to provide feedback to subject leaders or the headteacher where there are instances where this policy is not fulfilling this driver. Ensure supply teachers understand their requirement to follow this policy.
- Subject leaders: monitor the impact of this policy on the progress of pupils in their given subject area and to provide feedback to the headteacher.
- Headteacher and Governors: Ensure that effective feedback is being provided through monitoring and evaluation alongside the evidence provided by subject leaders and adapt the policy according to local and national research developments.

## **Equality of Opportunity (Including SEN and Inclusion)**

All pupils are entitled to have their work marked in accordance with this policy.

However, effective feedback must be accessible to all pupils and will reflect their individual needs and abilities. This may mean feedback may need providing in different ways, such as through different coloured paper/pens or through providing more verbal feedback than written feedback. Such requirements are identified in individual provision maps.

## **Monitoring and Evaluation**

Monitoring of this policy will be predominantly undertaken through work and book scrutiny by the headteacher, governors and subject leaders, as appropriate. It will be monitored against the impact it has on pupils' learning only.

This information will be triangulated with pupil interviews, especially with disadvantaged pupils, to ascertain how feedback has helped them to improve.