



Stanley Crook Primary School

Wooley Terrace, Stanley Crook, Co. Durham, DL15 9AN

Headteacher: Mr. David Christie

Tel: (01388) 762 858

E-mail: stanleycrook@durhamlearning.net

Web site: www.stanleycrook.durham.sch.uk

OUR MISSION: TO TRY OUR BEST, TO TELL THE TRUTH, TO LOOK AFTER EACH OTHER AND THE COMMUNITY

"Pupils' personal development, behaviour and welfare is OUTSTANDING" (Ofsted, 2019)

Feedback Policy

Completed by: Mr D Christie/ Mrs R Wilkinson

Approved by: Mrs C Lawes

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Stanley Crook Primary School is committed to improving outcomes for all pupils



FEEDBACK POLICY

At Stanley Crook Primary School, we mark in a manageable and sustainable way to:

- **Improve a child's confidence and self esteem**
- **Celebrate and recognise achievement**
- **Provide constructive, accessible feedback to children about their work**
- **Encourage and involve children in the reflection of their current learning and to set targets for future learning**
- **Assess and monitor the children's learning and provide information for future planning**
- **Develop children's responsibility for their learning**
- **Model and encourage progression of children's ability to peer and self-assess honestly and accurately.**

We have always believed that pupils' self-esteem and resilience will develop through positive yet challenging feedback. Due to the Coronavirus Crisis and the partial closure of schools during the 2019-20 academic year, this policy aims to provide guidance to meet the key principles, enable academic catch up and accelerate progress. For this reason, all marking and feedback is underpinned by this policy, which all pupils and staff follow on a day to day basis.

Key Principles

Effective feedback should:

- Redirect or refocus either the teachers' or 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
- Provide specific guidance on how to improve and not just tell learners when they are wrong.
- In essence, it should be manageable, meaningful and motivating.

It is notable that none of this requires written marking. Therefore, upon this evidence is built our outline of the key principles that underpin the policy:

- The sole focus of feedback and marking should be to further children's learning
- Written comments should only be used where they are accessible to learners according to age and ability.
- Feedback delivered closest to the point of learning is most effective and as such, feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is part of the school's wider assessment processes, which aim 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. When work is reviewed, it should be acknowledged in books.

Feedback in Practice

Feedback will be given in three ways and aims to give teachers the ability to use the most effective forms of feedback:

- Immediate feedback – at the point of teaching
- Summary feedback – at the end of a lesson/task
- Review feedback/ Whole Class Marking – away from the point of teaching (including written comments)

Effective feedback includes:

- Verbal feedback
- Self-Assessment
- Peer Assessment
- Developmental marking or 'deep' marking

Guidance for teachers - Proof reading and editing in writing lessons

Most writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses.

Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or badly at something, s/he will make a note and use these in the lesson as a teaching point.

The editing lesson will be divided into two sections:

- **proofreading - Changing punctuation, spelling, handwriting and grammar mistakes.**
- **Editing - Improving their work to improve the composition.**

The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson.

The teacher will share extracts from pupils' work, using either an iPad as a visualiser or by typing out a couple of lines and displaying them on the interactive whiteboard, at first showing good examples of work. For example, within the proof reading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. Then s/he might share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proof read their work, checking for similar errors and putting them right. Children will often sit in mixed ability pairs and support each other ('Buddy Writers') in the identification and correction of mistakes.

Within the editing section of the lesson. For example, the teacher might show a different couple of pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. Then in their pairs they read together each other's work, and suggest improvements, alterations and refinements, which the author of the piece then adds – in green pen - to help the teacher see what changes the child has made.

Intervening when children find editing hard

A few children will need more support than this in order to be successful at improving their own work. Younger children, in KS1 in particular, may need more support as they learn to become more independent - although many young children are quite able to edit and proof read independently, after teacher modelling.

As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support:

- Some children may need a gentle prompt to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer – 'description' perhaps or 'ambiguous pronouns' or 'figurative language' or 'and then' with a red cross through it. This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson.
- Others might need even more support and need to be provided with clues to help them. For example, the teacher might need to draw a yellow box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumped or the same sentence structure over-used.
- Or they might need to write a comment at the end saying there are 8 run-on sentences or 5 instances of non-standard English. Across school, premade stampers are available to prompt children to look for certain mistakes. Displays in each class provide children with visual clues and referral points for each stamper.

- Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work modelling how to overcome these: for example, to clear up the confusion with apostrophe use.
- The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs.
- But what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

Sometimes it is children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an ever better piece of writing might look like.

- Set group or individual challenges, "before you've finished editing, you need to have..."
- Use their work in modelling and then expect them to do the same.

Feedback in maths

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from daily Mad4Maths and starter/ review learning tasks at the start of lessons. This information should be used to revisit areas where learning is not secure within maths meetings. Mad4Maths target questions, given at least 3 weeks after teaching a unit, also provide vital feedback to the teacher about areas that might need more teaching for certain individuals either in class or through an intervention.

Another strategy teachers can use is to get children to compare answers in a group and where answers do not agree, challenge each other and try and find where the other person has gone wrong.

Where children are 'rapid graspers', teachers will provide additional questioning to deepen learning and understanding. They can consolidate their learning by sharing and assessing other children's learning. When they do this, the crucial step is that they should be encouraged to discuss and articulate their thinking around the mathematical concept being tackled.

The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Children need to be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt. When you think deeply about something, it is much more likely to get stored in your long term memory, available to be recalled at will. As Daniel Willingham says 'memory is the residue of thought.' So as an alternative to providing the answers, teachers should sometimes use the visualiser to model ways of checking and then expect children to do the same, in effect 'proof reading' maths. So for example, children might repeat a calculation in a different coloured pen and check they've got the same answer. For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should model how children can use the inverse operation to go and check they get back to where they started.

With 2 or 3-part word problems, a classic error is to give the answer as the first part of the problem and forget about following through to the second (or third) part of the question. Often, word problems are written with each instruction on a different line, a bit like success criteria. Again, using a visualiser, teachers should show children how to check work as we go, returning to the question and ticking off each line – writing each answer alongside, being really clear we are answering the final question, having done all of the previous steps.

Effective Verbal Feedback

Stanley Crook Primary School is committed to providing relevant and timely feedback to pupils. The most effective form of feedback is verbal feedback given at the point of learning - oral feedback is most powerful and has maximum impact when pointing out success and improvement needs against the Learning Challenge and Success Criteria/ Milestone Indicator. The quality of thinking can be instantly higher for the learner if feedback is verbal and this dialogue should happen daily. It should be specific to the success criteria/ Milestone Indicator and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Teachers' well considered intervention will prompt deeper thinking and swiftly address misconceptions during lessons. This occurs

through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments (progress checking). It may also be verbal feedback given during a 1:1 discussion with a pupil or a group of pupils.

All class teachers and TAs must give verbal feedback in their lessons and record using the relevant marking codes/ stampers.

This is achieved by:

- Giving verbal feedback to children related to the Learning Challenge and Success Criteria/ Milestone Indicator using highlighters
- Use the green highlighter pen to promote positive aspects (success) – 'green is great' and the orange highlighter pen for improvement.
- Where the success criteria has been met, the Teacher/ TA will highlight the Learning Challenge 'green'.
- **Intervening at the point of learning by modelling examples in a child's book**
- Use 'VF' (or stamper)/staff initials in the child's books (no requirement to write actual feedback).

Correct work/ success highlighted **green**

Areas for development highlighted **orange**

These may be followed by a corresponding written prompt/ marking stamper. Some children struggle to read teacher's comments so this is quick simple and effective. You are also able to challenge children to achieve more green!

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure their progress. It will focus on success and improvement needs against the Learning Challenge and Success Criteria/ Milestone Indicator, enabling pupils to become reflective learners and helping them to close the gap between their current and desired performance.

Whole Class Marking

Whole Class Marking records are to be used to provide a broad overview of pupil achievement – eliminating the need to comprehensively mark each piece of work. Whole Class Marking provides a valuable opportunity for teachers/ TAs to reflect on pupil outcomes within a learning challenge and can then be utilised as a starting point in the following lesson to focus on common achievements/ misconceptions, provide direct teaching and/ or plan support/ challenge for specific pupils.

Children as Markers (Self and Peer Assessment)

Self and peer assessment have a key role to play in effective marking and feedback – they empower children to take control of their own learning.

Self-assessment

Children should spend an appropriate amount of time checking they have considered the success criteria. This time will need to be planned in as part of the self-assessment time and will begin in EYFS/ Year 1. Children will need to be taught how to effectively carry out self-assessment.

Work should be self-assessed before the end of the lesson. This should be evidenced through age-appropriate self-assessment on the success criteria, the correction of errors after proof reading and checking against the success criteria/ Milestone Indicators (for example, 'Happy/Sad face', Marking 'ticks', or children to use green/orange highlighter, Success Criteria 'slips').

Peer Assessment

Children peer assess using the agreed success criteria, marking codes and using green/orange highlighters. Peer assessment should begin in Year 2 – children will need to be taught how to effectively carry out peer assessment. Children should use the green/orange highlighters along with a brief comment at the end of the work and initial. Children will be expected to evaluate the work of their peers positively and provide suggestions for improvement. Teachers need to acknowledge the peer assessment.

Both self and peer assessment will be completed in green pen in Key Stage 2 and green pencil in Year 2. While developing their skills in self and peer assessment, children in EYFS and Year 1 will use a range of methods.

Light Touch/acknowledgement marking

All work that has not been self and/ or peer assessed, should be light touch/acknowledgement marked. Use a green bar/orange bar to highlight the Milestone Indicator or to mark at the bottom of the work, acknowledging and recognising attainment and/or progress, success and/or completion of work (ticks, brief comments, stickers, marking stamps, Dojo points etc.)

Developmental/Quality Marking (Groups working independently)

A green bar should highlight success (highlight Milestone Indicator). An orange bar should be followed by a focused comment which should help the child 'close the gap' between what they have achieved and what they could have achieved. Below are the different types of prompts you can use:-

- Reminder – Most suitable for high achievers:
What else could you say about the weather? Think of a better word than bad. Say more about... Explain your thinking.....
- Scaffold – Most suitable for children needing a little more support - provide examples of what they need to do:
What was the monster doing? What kind of monster was he? An unfinished sentence – The dog was angry so he....
- Example prompt - Suitable for all, especially lower abilities. Give children a choice of words or phrases or give exact sentences, words or processes to copy.:
Which of these words describes the taste more powerfully.... Choose one of these words instead of bad - Ferocious, terrifying, evil
- Modelled Example – a correct example modelled by a teacher with a further one for the child to try
- Open Question – pose an open question specifically related to the Milestone Indicator to think about next steps
- Greater Depth/Explanation – use to extend a child's learning by asking them to explain their learning or reflect on the process or strategies they have used

5 stages of giving feedback

- 1. Showing success (Highlight Milestone Indicator or specific work in green – green is great)**
- 2. Indicating improvement/ next steps (Highlight Milestone Indicator or specific work in orange)**
- 3. Giving an improvement suggestion (Question, specific task)**
- 4. Child making the improvement (green pen)**
- 5. Checking the improvement (Teacher responds – marking stamper)**

Stage 1 and 2

Showing success and indicating where to improve. Highlighting should be related to the learning challenge/ Milestone Indicator and be subject specific. It can be done during the lesson whilst wandering round (see above) or after the lesson. The most effective feedback is verbal feedback after which pupils should take immediate action on this feedback.

Stage 3

It isn't feasible to expect teachers to give all pupils verbal feedback during every lesson, so self-assessment, peer assessment or teacher developmental/quality marking can occur (in green pen).

Stage 4 Making the improvement-

It is essential that time is given for children to respond to the written prompts, thus enabling them to 'close the gap' and improve their work further. Children are unlikely to embed any suggestions for improvement and apply them to later work unless they are given time to respond to the feedback. Therefore dedicated improvement time needs to be planned for each week. They should be expected

to edit and improve work including against class subject specific success criteria/ Milestone Indicators. Any child who needs support in either reading or understanding the feedback works with an adult.

Stage 5 - Teacher checks that the improvement has been done – stamper.

Expectations

All pieces of work should be acknowledged in line with this policy either through teacher/TA marking or feedback, peer or self-assessment.

- All pieces of work should be acknowledged before the next lesson i.e., daily for English and Maths.
- For English and Maths there should be a fair balance of teacher feedback and child marking.
- Teachers should be conscious of checking the quality of peer and self-assessments. Teachers need to model successful strategies and praise successful peer work.
- Where in-depth, developmental marking is not used, whole-class marking records will provide evidence of teacher/ TA feedback and reflection time.
- Science units will be taught in a 'Science Week' during each half-term.
- Supply teachers need to mark and initial all work.
- All marking to be carried out in red pen.
- All marking to be done in a clear, legible hand aligned to the school handwriting policy.
- The marking code to be followed.
- ALL pupils' work to be at least 'light' marked by Teacher or Teaching Assistant.
- No work should be left unmarked.
- Marking will be subject specific based on the subject specific learning challenges and milestone indicators. Specific attention should be applied to key, subject specific vocabulary. For example, when children are learning Science, their work should be marked and assessed on that basis.
- Basic Skills will always be monitored in every piece of work.

Marking Stampers

Marking stamper have been developed for consistent use across the school to make feedback accessible for children and to make marking and feedback manageable for teachers. Marking stampers should be displayed in class, shared with children and used by children during peer assessment.

Policy Monitoring, Review and Evaluation

Marking and feedback will be closely monitored by staff, Phase Leaders, SLT and Subject Leaders (in line with the Annual Monitoring and Self-Evaluation overview) along with other stakeholders through:-

- Book scrutiny
- Lesson observations and drop ins
- Pupil voice
- Moderation

	Name	Signature	Date
Head teacher/ Deputy Headteacher	Mr. David Christie/ Mrs R Wilkinson		October 2020
Chair of Governors	Mrs Catherine Lawes		October 2020

