WHITCHURCH COMBINED SCHOOL

FEEDBACK POLICY

This document has been created in order to ensure that feedback is effective and moves learning on and is consistent across the school.

Rationale

Many schools have moved towards live marking or even no marking policies in order to improve the quality of feedback to children and help reduce teacher workload. In order to evaluate the impact of this Feedback policy, all teachers need to follow it consistently.

Recently there has been much research done on the effectiveness of writing detailed comments and over marking, with many feeling that it is taking away pupils' ability to self-correct and reflect on their own next steps. Live-marking and feedback (can be verbal) enables teachers and teaching assistants to identify and correct misconceptions within a lesson or that day through same day intervention. In order for live marking to be achievable, TAs will be expected to mark as well and will need support and expectations set for this by the class teacher.

For more information and research on live-marking please read the following:

https://www.londonsouthtsa.org.uk/perch/resources/mark-less-mark-better-web-2.pdf

https://teaching.blog.gov.uk/2018/07/23/how-we-stopped-marking/

https://thirdspacelearning.com/blog/new-no-marking-policy-confessions-primaryheadteacher/

https://schoolleaders.thekeysupport.com/staff/managing-school-staff/staffwellbeing/markingmythbuster/?marker=full-search-qon%20the%20spot%20marking%20and%20feedbak%20policies-result-7

Live Marking

General

- Misconceptions are addressed through verbal feedback-marked with a (v) and adult initials will be evident where dialogue between the child and Teacher/Teaching Assistant has taken place.
- A green pen to be used by the adult.
- If there are common whole class misconceptions these can be addressed at the start of the next lesson through direct teaching
- Written comments should be limited and, if necessary, to the point. These can take the form of addressing misconceptions or providing further challenge to be done in the lesson
- In some cases, there will be no marking evident at all. This may be the case in subjects like Art or DT where teachers will give feedback verbally during, say a part of the construction phase in DT, or in Art where children are trialling different shading techniques.
- In subjects like computing work is cloud based and will not be marked.
- In PSHE, a scrap book is used so marking is not appropriate as some of the work may take the form of a photo or a child's part work.

- Children should be encouraged to mark their own work, where appropriate, using a purple pen e.g. Maths questions, reading comprehension questions, editing of work or any low stakes in class quizzes.

Maths

- Misconceptions are addressed through verbal feedback-marked with a (v) and adult initials when given.
- Worked examples of calculations may be seen as a part of the conversation between adult and child.
- Children to decide at the end of each lesson where they would like to place their books: 'I understand the work' or 'I need more help'. There will be two clearly marked trays for children to place their books into in the classroom.
- Should the books be in the latter pile, then 'same-day' intervention will take place to develop children's understanding. This may be done with the TA or Teacher.
- Pre -Teaching and Post -Teaching may be evident in books for some children.

English - Writing

- When assessing writing, we recognise that it may not be possible to live-mark all books in lesson time, however constructive verbal feedback during the writing process should take place as much as possible.
- Where possible, teachers and TAs should discuss the work with the children during the 'Live-Marking' session and children to make amendments as necessary. Teachers and TAs may indicate inside the margin where the improvement needs to be made. This may include: P (Punctuation) or Sp (Spelling).
- Children can then edit their work immediately (Using a purple pen) or use the following days editing session.
- Teachers should provide steps for success grids which are highlighted or ticked to reflect strengths and areas of improvements. This again will reduce written comments and workload. Children will be expected to contribute towards the completion of the grid. See example:

	Pupil	Teacher	Evidence
1st person			
Emotive language			
Embedded clause			
Present tense			
Expanded noun phrases			
Semi-colon			
Fronted Adverbials			
Accurate Speech			

- Once a teacher has looked through the writing from the session they will make a judgement about what the children need to do to improve their writing and will plan a 'feedback' lesson based on their findings. Improvements could include spellings, a punctuation and Grammar focus, peer review or children editing an aspect of their work depending on what has been modelled by the Teacher. Group feedback can be followed up by more personalised 1:1 feedback by the Teacher or TA should the child require. This should be done in lesson or as an intervention.
- A 'feedback grid' given by the teacher, similar to the one below, should be given as a means of recording.

Feedback Grid	Evidence or Initials
Perfect Punctuation! (margin)	
Super Spelling! (margin)	
Embedded Clause/ Fronted Adverbial	
Teacher's NS	
Fabulous Feedback (2 stars and a Wish!)	
(NS)	

Peer and self-assessment/feedback:

EYFS

- Always instant verbal feedback.

Key Stage 1:

- Pupils' traffic light next to their L.O at the end of each Maths or English lesson to assess their understanding against the learning objective.
  - Red = I can't do this yet
  - Yellow = I am nearly there but need more practice
  - Green = I understand and am ready to move on
- When marking their own and others work, a purple pen must be used.
- When editing their own and others work, a purple pen must be used.

Key Stage 2:

- Pupils' traffic light next to their L.O at the end of each Maths or English lesson to assess their understanding against the learning objective.
  - Red = I can't do this yet
  - Yellow= I am nearly there but need more practice
  - Green = I understand and am ready to move on
- Pupils can write a reflective learning sentence about their learning in the lesson where appropriate and if they choose.
- Learners assess their own and others work against the LO/ steps for success.
- When marking their own and others work, a purple pen must be used.
- When editing their own and others work, a purple pen must be used.

- Code feedback and marking (may be used for formative or summative marking). See Appendix 1

Marked next to the Learning Objective or at the end of a piece of work:
☺ = LO Met
☺ = Working Towards LO
☹ = LO not met

Other live marking and feedback may include:
- Stamps in EYFS and KS1 e.g. finger spaces,
- Grades or numerical scores,
- Ticks,
- Dots for errors (not crosses)

- In EYFS and Year 1 brief comments/pictures may indicate the working process,
- Stickers for effort, growth mind-set etc…
- No more than 3 spellings underlined and either corrected or sp recorded in margin.

Appendix 1:

These **feedback symbols** may be found in a child's piece of work.

Mark	Meaning
☺	Learning objective met
😐	Learning objective part met
😖	Need more work on learning objective
Ⓘ	Independent
Ⓥ	Verbal feedback e.g. V - full stops
Ⓢ	Support (with initials)
✓✓	Good word/sentence
Ⓝ	Next step
😎	Need to work quicker
SP	Spelling
//	New paragraph
⊙	Full stop (KS1)
CL / Underline	Capital letter
⌷	Finger space (KS1)
p	Punctuation (KS2) (KS1 name punctuation)
^	Word missing

Mark	Meaning
?	Does it make sense?
←	Write to margin
" "	Speech marks
∿∿	Better word could be used
PA/SA	Peer assessment / self assessment
☆	Super work
✓ or x	Right or wrong
🔴🟡🟢	Child traffic light