

Edale Rise Primary and Nursery School Feedback Policy

At Edale Rise we value the impact feedback has upon teaching and learning, and aim to maximise the effectiveness of its use in practice. The policy that follows is underpinned by the latest research from the Education Endowment Foundation (EEF), the National Centre of Excellence in Teaching Mathematics (NCTEM) and the DfE's own Marking Policy Review Group report. This policy acknowledges the many forms that effective feedback takes and the workload implications of written comments. At its core it values the many strategies of immediate, in-class formative assessment that can impact on learning (Clarke, 2007; Wiliam, 1998). It also promotes, through policy and by reducing teachers' workload, the need for teachers to adapt their teaching within and between lessons based on feedback from the children.

Key Principles

- The sole focus of feedback and marking **should be to further children's learning.**
- Feedback delivered closest to the point of action is most effective, and as such, **live feedback is the priority**
- Evidence of feedback and marking is incidental to the process; **we do not provide additional evidence for external verification** (e.g., Verbal Feedback stamps)
- Feedback is a 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.**
- Teachers should **review all pupils' work at the earliest appropriate opportunity** so that it might affect future learning.

Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process (see table below). At Edale-Rise we recognise that **feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning**, especially for younger pupils. Some examples of feedback strategies at Edale can be seen in appendix 1. As a school, we place considerable emphasis on the provision of **immediate feedback**. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to **further adapt teaching**.

What it looks like	Evidence
<p>Immediate Feedback – at the point of teaching</p> <ul style="list-style-type: none"> • Takes place in lessons and includes teachers gathering feedback from teaching • Often given verbally to pupils for immediate action • May re-direct the focus of teaching or the task • Children may self-mark their work to inform them of their progress • Teacher may use the visualiser to 'Showcase' a child's work 	<ul style="list-style-type: none"> • Observations • Some evidence of annotations or use of marking code
<p>Summary – at the end of a lesson/task</p> <ul style="list-style-type: none"> • Takes place at the end of a lesson or activity and involves groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria 	<ul style="list-style-type: none"> • Observations • Some evidence of self- and peer-assessment
<p>Review – away from the point of teaching</p> <ul style="list-style-type: none"> • Leads to the adaptation of future lessons or tasks • May involve use of the marking code to address common transcription errors • May involve the 1-2-3 code in maths • May involve the use of writing checklists to assess success criteria • Provides teachers with opportunities for assessment of understanding 	<ul style="list-style-type: none"> • Use of the marking code • Writing checklists • 1-2-3 code in maths

Marking Approaches

In maths, children are encouraged to mark their own work both during and at the end of each lesson. This allows children to reflect on their learning and move on to more challenging work or ask for support during the lesson (Black and Wiliam 1998). If children mark their work during or at the end of lesson then they are much more able to rank their own learning using the 1, 2, 3 system. Teachers can then assess work using a '1, 2, 3' system to group children for the next lesson.

1. You are secure in this objective and will work on a deepening task next lesson
2. You are doing well and you will be consolidating your understanding of the objective next lesson
3. You need a little bit more work on this objective. You will be supported in the next lesson

For writing tasks, teachers can use the marking code to identify transcription errors for children to self-correct; however, **immediate, live-feedback is the priority** and this may not always be evidenced in marking. For extended writing tasks, teachers should mark using the checklists of success criteria (see appendix 2). This allows teachers to give very specific feedback in regards to successes quickly and efficiently; it also provides a clear structure for self and peer assessment. Teachers should adapt future teaching in response to the children's needs, building on areas of need or by providing challenge. For less detailed work such as planning or vocabulary work, teachers should mark as in much detail as they feel is necessary.

For other work, for example science or history, teachers should use their discretion to dictate how detailed the marking should be. There is no expectation that this work should be marked in detail, but marking should be sufficient to signify to the child that their work is valued. Teachers **review this work and use it to inform planning and provision in future lessons.**

Marking Code

The marking code (appendix 3) allows teachers to quickly identify transcription errors for children to self-correct. This can be done in the lesson or as part of review feedback. **There is no expectation at Edale regarding the frequency of marking expected in books.** However, **children's work should evidence good progress.** In writing this could be evident in a reduction of specific transcription errors (e.g., correct use of homophones) or in maths an improvement in key arithmetic procedures. If leaders assess a class as not making sufficient progress in transcription or composition, then a review of feedback processes in the class, alongside the class teacher, will take place. Spellings will only be identified as incorrect to the child if it is a spelling or spelling pattern the child has been taught. This is to avoid discouraging children from using ambitious vocabulary. Where work has been heavily scaffolded (e.g., a writing frame has been used) then 'GP' will appear in the title. This is to distinguish this work from independent pieces. The 'blue dot' approach is only used with older / more confident children and aims to promote independence.

Feedback and Marking in EYFS

In the Foundation Stage, the lesson objectives as 'I can' statement are stuck in writing books prior to the lesson. Stickers will indicate whether work was supported (s), guided (g) or independent (I). These are reviewed and 'ragged' by teachers using a traffic light system. This information informs teachers' subsequent planning. Live feedback is given to the children during lessons and adults support the children to respond to this feedback in the moment and during subsequent learning.

Appendix 1 – Feedback Strategies at Edale


These feedback principles are explained in depth in Edale Rise Teaching & Learning Principles.

<ul style="list-style-type: none"> • Probing Questions • Process Questions • Think, Pair, Share • Cold Calling • Show-Me Boards 	<ul style="list-style-type: none"> • Check for Understanding • Say it Again Better • Live Feedback • Review Feedback • Whole-Class Feedback
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Appendix 2 - Checklist

- Success criteria for any piece of extended writing should be developed and agreed upon with the children as part of the writing unit.
- Writing checklists should then be used to make success criteria explicit to the child and to aid self & peer-assessment. Children can use highlighters/crayons to evidence their successes within the piece.
- Teachers ticking the criteria in the checklist removes the need for lengthy dialogue in children’s books. For example, ticking the criteria ‘Use action verbs’, replaces the need to write, ‘Great use of Action Verbs, David.’

Writing Checklists

Short Burst Action Writing Purpose: To Entertain 		
	Self / Peer	Teacher
I have proof-read my work for spelling and grammar errors.		
I have used adverbials of how		
I have used adverbials of where		
I have used adverbials to open my sentences		
I have used –ing clauses as adverbials (Heart racing , I sprinted...)		



Writing Marking Symbols



Your answer is correct or you have included something that you should be proud of.

It's hat was red

Your teacher has circled a mistake – can you write the correction above or add the missing punctuation?

actually

The wavy line means the spelling is incorrect – can you write the correct word above or in the margin?

The lights at the fair were

• beautiful and the children was

excited.

The blue dot in the margin means there is a mistake on that line. Can you find it and make the correction?



Your teacher thinks you've tried particularly hard today – well done!

GP

GP

'Guided Practice'
This work was scaffolded

S

S

'Supported'
An adult helped me