

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.
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- Feedback delivered closest to the point of action is most effective, and as such, feedback delivered in lessons is more effective than comments provided later.
- Feedback is provided both to teachers and to pupils as part of assessment processes in the classroom, and takes many forms.
- 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. When work is reviewed, it should be acknowledged in books.

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:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching

The stages are deliberately numbered in order of priority. 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. 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.

At Edale Rise, these principles can be seen in the following practices:

| Type | What it looks like | Evidence (for observers) |
|------------------|--|--|
| Immediate | <ul style="list-style-type: none">• Takes place in lessons• Includes teachers gathering feedback from teaching• Often given verbally to pupils for immediate action• May involve use of a teaching assistant to provide support or further challenge• May re-direct the focus of teaching or the task• Children may self-mark their work at any point during the lesson to inform them of their progress.• Teacher may use the visualiser to 'Showcase' a child's work and display particular strengths or a common misconception. | <ul style="list-style-type: none">• Lesson observations/learning walks• Some evidence of annotations or use of marking code |

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| Summary | <ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole 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 • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need | <ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer- assessment |
| Review | <ul style="list-style-type: none"> • Takes place away from the point of teaching • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May involve written comments/annotations for pupils to read / respond to • May involve numbered AfL Tasks for groups of children who need to work on the same objective • Provides teachers with opportunities for assessment of understanding | <ul style="list-style-type: none"> • Acknowledgement of work completed through use of the marking code • Use of annotations to indicate future groupings in maths or targets in English • Completed learning summary sheets for Maths and English for some lessons |

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.

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

For extended writing tasks, teachers should mark using the checklists of success criteria (see appendix). 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 research work, teachers should mark as in much detail as they feel is necessary.

For other work, 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 should still review this work and use it to inform planning and provision in future lessons.

Feedback Strategies

From the Teacher to the Children

Feedback from the teacher to the child is specific and clear and designed to make children think. It is focussed on improvement not just verifying performance and praises the effort the child has made.

Verbal

- Verbal feedback in the lesson improves learning and motivates children.

Showcasing

- A child who has produced work that exhibits particular successes may have their work shown using a visualiser. This work then becomes a model of excellence for their peers.

Live Marking

- Teachers may take a child's work and mark it in front of the class on the visualiser making explicit reference to successes and areas for development.

Whole Class Feedback

- Lesson review sheets are used to evaluate learning between lessons. The teacher can then use this to share successes and areas for development with a class and to act on any common misconceptions/mistakes.

Symbols

- Teachers use a range of symbols to inform a child of their performance and to indicate where corrections/edits are required.

Checklists

- Teachers use checklists to inform children of their performance across a range of criteria for longer pieces of writing and to indicate ways to improve a piece.

Test Scores

- Older children benefit from knowing their test scores and specifically what aspects of the material tested they need to work on.

From the Children to the Teacher

Feedback from the children to the teacher informs the teacher about the need and content of in-lesson plenaries, future lesson content and groupings and highlights the need for any interventions.

Whiteboards

- Mini-whiteboards are extremely useful for teachers to make quick visual assessments of the confidence and competence of their class with specific objectives.

Low-Stake Quizzes

- Regular low-stakes quizzing helps improve learning through spaced retrieval and gives teachers valuable information as to what strengths, misconceptions or common errors a class may have.

Checking Books

- Books are checked regularly to assess learning and performance over time.

Piling

- Piling is a quick and effective way for teachers to assign groupings for future lessons/interventions.

Talking Partners

- Allowing children to discuss key questions in pairs provides an excellent opportunity for teachers to tour the room and gain intelligence of where their class is at in their understanding of a concept.

Targeted Questioning

- Teachers think carefully about which children they ask which specific questions. This is informed by and informs on-going assessment for learning.

Unit Tests

- End of unit tests in maths help inform teachers about the strengths, common errors or misconceptions a class may have. They inform teachers as to whether they should move on to the next unit or revisit material.

Termly Assessments

- Children in Years 1 – 6 sit end of term assessments in maths and reading. These tests help identify intervention groups and inform teachers about future teaching.

Feedback and Marking in EYFS

- In The Foundation Stage, the WALT and WILF will be stuck into the books and ragged as appropriate. Developmental feedback will be used in one piece of writing and mathematics each week and recorded topic work as appropriate. In writing, feedback will be given using a sticker symbol system which the children can then use to respond to their feedback. AfL tasks will be written in Maths books and children given the opportunity to respond with the support of an adult during green time. Verbal feedback and challenge is given consistently across all pieces of recorded work.

Presentation Guidance

- All work should have a date (long date at teacher's request) which should be underlined with a ruler in pencil.
- Staff should model appropriate handwriting in line with the school's handwriting policy (see Nelson scheme if unsure).
- Marking can be carried out in any ink, providing it is not green or the colour in which the child wrote in.
- Children will write in black ink or pencil. Peer marking or editing will be carried out in green ink.
- In extended pieces of writing, staff should use structured checklists of success criteria to enable effective self, peer and teacher assessment (see appendix).
- Children will be strongly encouraged to take pride in all their work and staff will expect high standards of presentation and content e.g. writing to the margin, neatly crossing mistakes and avoiding the overuse of rubbers.
- A circled U will identify that a child's work is unacceptable in terms of quality or quantity and that it will need to be done or improved during break time.
- Correct letter formation and pen/pencil grip is essential and will be monitored and taught thoroughly.
- Our aim is that all handwriting should be joined by the end of Year 3 when children have correct letter formation. Pens will be introduced for children showing a neat, joined script at any age.
- Spellings that a teacher feels the child should be able to spell independently should be underlined in order to highlight to the child that they must get a dictionary and write the correct spelling 3-5 times in their book. For younger children or those who struggle with spellings, teachers may wish to write the word out for the child.
- For older children, or those that are ready to develop more independence, the teacher may dot the margin of the line in which there is a mistake. The child then has to identify and correct the error independently.

Appendix 1 - Marking Symbols

| | |
|--|---|
| ✓ | Correct answer/notable success |
| • | Incorrect answer or that there is a mistake on that line |
| T | Indicates that this is the target to include in the next lesson |
| — | Indicates that this answer is incomplete and needs developing |
| was <u>wos</u> | Incorrect spellings that children should know are underlined and children asked to use a dictionary to find the correct spelling. |
| . ? ! “ | Missing or incorrect punctuation is inserted for younger children. Teachers will use the dot approach to signify to older children that there is a mistake. |
| ^ | Indicates an omission. This could be a word or piece of punctuation. |
| G | Guided work (adult) |
| U | An ‘unacceptable’ amount or quality of work will be indicated to a child. This child will complete/re-draft this work during the next break time. |
| Further symbols/codes may be used in or SEN/D / N2E classes or for younger children, e.g. a circled I for younger children or children with special needs indicates that work was done independently. Teachers may also use genre specific codes for some units. | |

Appendix 2- Checklists for Extended Writing

- 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 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

Success criteria highlighted so children can evidence the success in self and peer-assessment, forcing children to really think about their successes.

Columns used for self/peer assessment and teacher assessment

| Action Writing | T | P |
|---|---|---|
| Use action verbs | | |
| Use adverbs & adverbials | | |
| Use short sentences | | |
| Add clauses for detail | | |
| <u>Use 'But' as an opener.</u> | | |
| <u>Use sounds (onomatopoeia)</u> | | |
| Ensure that every sentence makes sense | | |
| Ensure that spellings have been checked | | |
| | | |