Minsterley Primary Feedback Policy 2021

Rationale

We believe that feedback should provide constructive guidance and motivation for every child and teacher. The feedback that we give is focused on success and improvement needs that are assessed against specific learning intentions, as well as broader development. Through our feedback to children we enable them to become reflective learners who have the support needed to close the gap between current and potential performance.

Our policy is underpinned by the evidence of best practice from the **Education Endowment Foundation** and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the 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 students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As a school we aim to avoid onerous written marking that has little impact. We emphasise effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable** and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our core 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;
- written comments should only be used where they are accessible to students according to age and ability; In-depth written comments are used sparingly so that they have impact
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- 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;
- 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 should always be motivational, encouraging and acknowledging of the effort made

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 (including written comments)

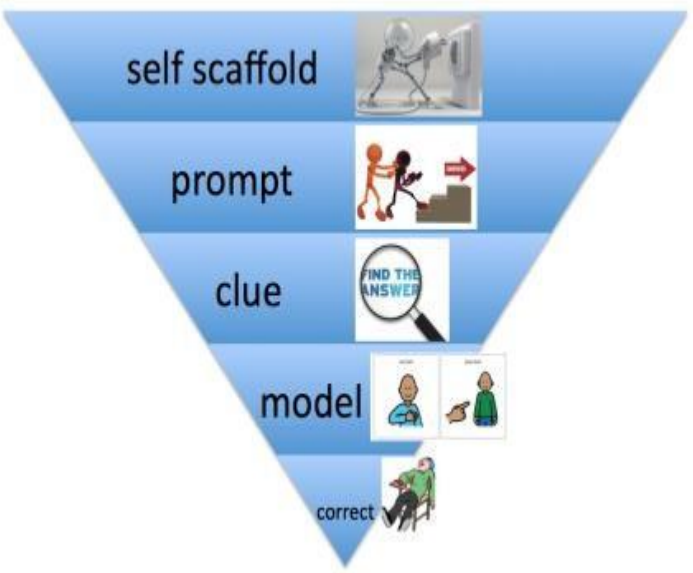
The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate 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.

Types of Feedback

Type of Feedback	What it looks like	Evidence (for observers)
Immediate	• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • 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 • May include highlighting/annotations according to the marking code.	Lesson observations/learning walks Some evidence of annotations or use of marking code/highlighting Responsive lesson design
Summary	• 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 • Regularly takes 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	Lesson observations/learning walks Responsive lesson design Some evidence of self- and peer-assessment May be reflected in selected focus review feedback (marking)
Review	• Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action	Acknowledgement of work completed Written comments and appropriate responses/action Adaptations to teaching sequences tasks when compared to planning Use of annotations to indicate future groupings/action

The type of feedback used for a task should reflect the aim of the task set. It should relate to the Learning Intention(s) and Success Criteria, which will be shared with the children.

Feedback should give clear strategies for improvement e.g. 'closing the gap' approaches. Feedback should be short-term and easily addressed by the children. To help the child to know how to make necessary improvements adults rely upon the following improvement model:



Nothing to see here – move along!
Meaningful look So now what have you got to do?
Would it help if you looked at the success criteria/100 square/working wall?
Re-teaching the concept or information. Pupils attempt first (not a private min-lesson!)
Last resort – tell the child what to do (still expecting them to use strategies available to them)/

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or a stamp. Children working in a focus group (with an adult) will be given feedback by the teacher or teaching assistant during the lesson. This may be written or verbal. Work in other books will be acknowledged accordingly and will only contain a written comment when it will have a direct impact upon learning. We strongly believe that tokenistic comments that are forced and/or trivial can be distracting for children and unmanageable for staff.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.

Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated. In most cases, written comments will be focused on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Feedback Response time

Opportunities for pupils to respond to feedback will be built in to the school day every day. This includes the recording and/or setting of targets and next steps based on responses to learning intentions. Children should take action where it is made explicit that they need to do so. Comments will be imperative and simple.

Target Setting and reviewing progress

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases short-term targets are clearly set out through use of the marking code and accompanying comments or gap tasks.

Our approach to medium term target setting feeds into our feedback policy in the following ways:

English

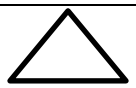
All children in KS1 and KS2 are set a target from the previous 'Time to Shine' piece of writing undertaken. Children may be set additional targets if the need occurs these may link to year group specific 'Non-negotiables'.

Mathematics

Target setting for children in mathematics focuses on arithmetic development. All children focus on learning a series of number facts and these are progressed as knowledge is proven.

Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines use of highlighters and symbols codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

Correction:	***Symbol:***	**Explanation:**
Spelling Mistake		In pink, underline the mistake. Children correct word in purple and should then write out 3 times at the end of their work.
Capital Letters and missing punctuation		Circle in pink the mistake.
New Paragraph	*//*	Indicates start of a new paragraph or new line.
Missing Word	^	Highlights that there is a missing word at this point in the sentence.
Maths Answers	*X*	If the answer is incorrect then an X should be written next to the mistake. Highlight in pink if needs correcting.
Maths Answers	✓	If the answer is correct then a ✓ should be written next to the answer.
Good Effort	*E*	
Neat Work	*N*	
Objective Achieved	✓✓	Double tick by the written learning objective or learning objective grid
Next Steps		When setting a verbal or written next step the child/teacher draws a triangle which the child colours in once they have responded/completed the next step.
Check for sense	*??*	If something doesn't make sense, indicate using a ??.
Repetition		A word or phrase has been repeated and needs replacing/editing.
Write a better example		Can you find a better word, phrase or answer? Child improves in purple.
A good example		

Further Guidance

- Pupils should not rub out incorrect answers or errors in drafts. Neatly ruling through an error allows the children to demonstrate their improvements and allows the teacher to identify initial error in methods.
- High quality presentation and secretarial skills should be encouraged at all times. Feedback regarding presentation should be regular.
- When giving feedback, all subjects are valued equally. This policy should be applied at all times.
- Age-appropriate spelling and punctuation are considered in all work, but not to the detriment of the intention or the child's confidence. A maximum of three spellings will be corrected.
- Support Staff are required to feedback as explained within this policy.
- Supply teachers must follow the whole policy and should initial work that they have marked.