



Feedback Policy

Adopted by staff September 2019

To review July 2021

At Wath Central, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

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 meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide 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.

The Back Story

This policy is a step away from traditional marking practices and has been developed over a few years since 2016. Our concerns with our previous system of marking were three-fold as stated by Andrew Percival in his blog –

1. Was the quality of feedback really as good as it could be? Were children really able to understand how the teacher wanted them to improve from a brief written comment? Were teachers compromising their feedback, truncating complex ideas into short comments with child-friendly language?
2. Were children really taking responsibility for improving their own learning? Or, were they relying on teachers to identify their errors and then simply responding to the teacher's marking? For example, by filling in missing full stops that had been helpfully located by the conscientious teacher. As Dylan Wiliam states in Hendrick and Macpherson's **What Does This Look Like In The Classroom ...** *"...too many teachers focus on the purpose of feedback as changing or improving the work, whereas the major purpose of feedback should be to improve the student."*
3. Were teachers so bogged down with the constant pressure to mark that they were unable to spend time on more valuable activities? Were teachers able to thoughtfully adapt their planning in light of feedback received or creating high quality resources that could be used again and again? (We also had an inkling that staff who were completely burnt out from an eternal marking pile might not actually make the very best teachers).

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children’s learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification; (this is why we need to get rid of V etc)
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson. The ‘next step’ is usually the next lesson – it does not need writing down.
- 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.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

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 four 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. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. • Takes place in lessons with individuals or small groups • Live feedback - often given verbally to pupils for immediate action • May be an immediate expectation of showing improvement via use of Better it Blue pen - any improvement that a child has made after ‘Bettering it Blue (verbally or written)’. • May involve use of a teaching assistant to provide support of further challenge • May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> • Lesson obs/ Drop ins • Learning walks • Book Look
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson of activity • Self and Peer critique - Often involves whole groups or classes. In writing, would often be focused on the purpose of a write. 	<ul style="list-style-type: none"> • Lesson Observation/ drop in/ Learning walks • Some evidence of self and peer assessment

	<ul style="list-style-type: none"> • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peer- assessment against an agreed set of criteria e.g Rubric using Prove it pink to prove they have applied their learning and acted on the LI. • May take the form of a quiz, test or score on a game • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Quiz and test results may be recorded in books or logged separately by the teacher.
Feedforward: 'the next step is the next lesson'	<ul style="list-style-type: none"> • For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work. • Actions are analysed daily and errors and misconceptions addressed in subsequent lessons. 	<ul style="list-style-type: none"> • Lesson observations/ Drop ins/ Learning Walks • Evidence in books of pupils editing and redrafting their work using 'Better it Blue'
Summative	<ul style="list-style-type: none"> • 'Check it' activities / POP tasks/ Warm write • End of unit or term tests or quizzes 	<ul style="list-style-type: none"> • Assessment activities in books • Quiz and test results

Guidance for teachers

Cold Write

The teacher quickly assesses this baseline (no more than 15 mins) in order to identify the gaps and plan and teach to these. So . . .after a Cold Write, the teacher looks through the pupils' books for common misconceptions and errors in basic skills. Whilst looking through the books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson using a grid. After this, teacher works with children collaboratively (with a strong adult steer!) to design the rubric using the school shared format – Going for Gold (ARE – skills to be taught) and Going for Platinum (mastery features). Going for Gold bullet points are each a teaching point – tracked forward into lessons. Cold Writes must be signposted with a Cold Write title at the top of the page.

Warm Write

After a Warm Write, the teacher looks through the pupils' books for common misconceptions and errors in basic skills. This book checking process should take no more than 15 minutes for a set of 30 books and where possible, children will have already marked their own work in the lesson to speed up this analysis (particularly in subjects like mathematics). Teachers tick each piece of work to show it has been checked and 'star' any parts of work that are worth sharing as good examples.

After this look at books, the teacher plans a whole class feedback session using the notes from the sheet as an aide-memoire.

The start of the next lesson begins with the teacher sharing the best work (perhaps using a visualiser), identifying common errors in basic skills (e.g. spellings, number facts) and then addressing common misconceptions that have been identified. This session is flexible in how long it takes but a typical session might be ten minutes or so giving time for children to redress any misconceptions that had arisen and, where useful, check through their work and improve it based on the feedback given (bearing in mind the Dylan William quote from earlier). This will in effect be the proof reading and editing lesson.

Verbal feedback before the next lesson needs to meet the needs of individuals, groups and the whole class. For example, some teachers during the trial would feedback to individuals on entry to the class, briefly talk to any groups and then give the whole class feedback.

After A Warm Write, teachers also use their notes to assess using their English Writing Grids. Self and peer critique should take place and can be recorded in reflection boxes beneath the rubric.

Proof reading and editing in writing lessons

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 the 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 sit in mixed ability pairs and support each other 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 blue 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 line 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 draw a box around a section of text to narrow down the search area for the pupil, alongside the brief comment that there are speech marks missing, tenses jumped or the same sentence structure over-used. Alternatively, there might be a comment at the end saying there are 8 run-on sentences or 5 instances of non-standard English. If necessary, 'Crimes against writing' prompt sheets may be used and certain individuals may need to carry on referring to these longer until the checklist is thoroughly internalised.

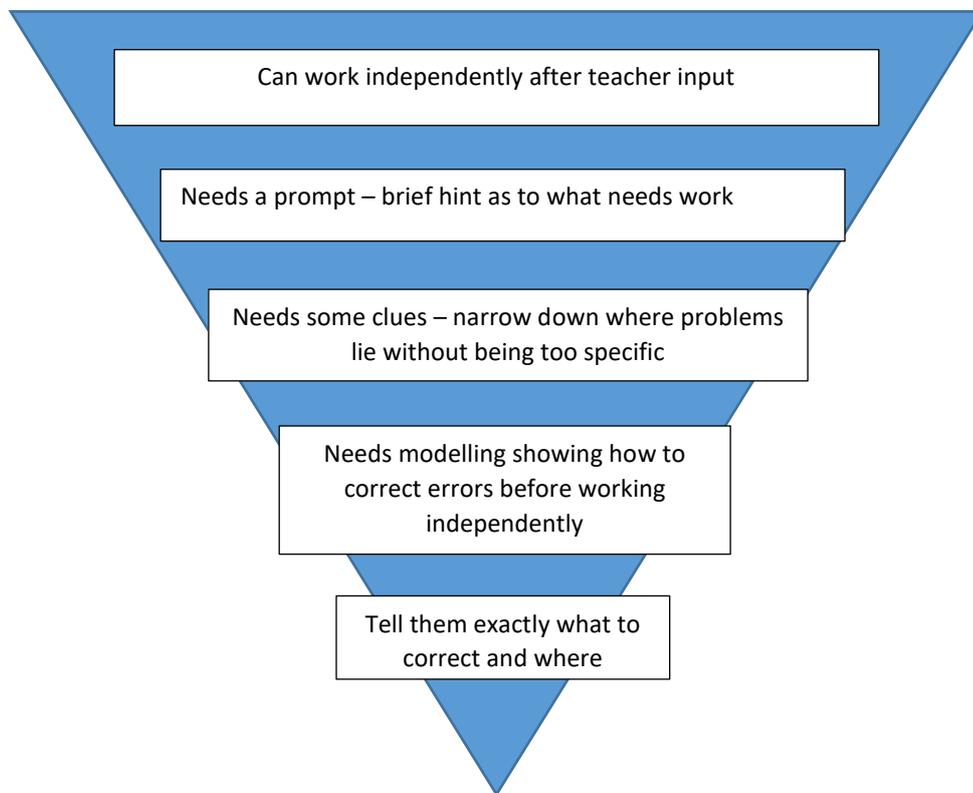
Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work modelling how to overcome these: for example, to clear up the confusion with

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.

Further guidance for EYFS and Y1

EYFS and Y1 should use a simple verbal Rubric based on a simple visual self-assessment grid (smiley face model). There should be group or paired conversation around why they have chosen the face using 'because' using the sentence stems provided.

The strategical minimal marking triangle when editing



Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children take up time, let them struggle for a bit, but above all, make sure that they are the ones doing the hard work; not you.

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

Quizzes, and end of unit POP tasks given within a unit and 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.

In terms of day to day maths learning, in KS2, teachers should have the answers to problems available, and after doing 4 or 5 calculations, children should check their answers themselves or with their partner, their critical friend. That way, if they have misunderstood something, they can alert the teacher immediately. Another benefit is that less confident children might want to start at the easiest level of work provided, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level. 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.

When a child continues to struggle with a concept or misconceptions still exist, 'intensive care' sessions either as a 1:1 or in a small group, need to be slotted into the timetable either with the class teacher or a teaching assistant.

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. Children can self and peer assess with **their pink pen**. 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.

15 Adult cinema tickets cost £7.25. $7.25 \times 3 = £21.75$
Children's cinema tickets cost £5. $5 \times 6 = £30$
A family buys 3 adult tickets and 6 children's tickets. $£21.75 + £30 = £51.75$
They split the cost equally between the 3 adults. $£51.75 \div 3 = £17.25$

? How much does each adult spend on cinema tickets?

Show your working

$£7.25 \times 3 = £21.75$	$£21.75 + 30 = £51.75$
$£5 \times 6 = £30$	$3 \overline{) 51.75}$
$£21.75$	
$£30.00$	
$£51.75$	
	£17.25

Where children have made mistakes, and are finding it hard to identify where they have gone wrong, a prompt sheet, shared with the class at the start of the lesson, can help. In effect, this is just a process success criteria,

but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed.

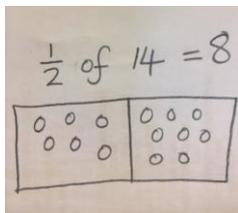
Find my mistake (EXAMPLE: Column addition)

- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Find my mistake (EXAMPLE: Identifying fractions of shapes)

- Did I check all the parts were equal?
- Did I count how many parts the shape had been divided into?
- Did I write that number underneath the vinculum (remember denominator → down)
- Did I count how many parts were shaded in?
- Did I write that number on top of the vinculum (remember numerator → on top)
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

It is important that the children move towards internalising what they are doing (over the course of several lessons) so that they no longer need a written checklist because they have their own mental checklist stored in their long term memory, which they are able to retrieve at will. Giving children work to 'mark' from fictitious other children, which includes all the common misconceptions, is a really good way of helping them develop this.



Further Guidance:

Learning Intentions:

- All lessons are planned against a Learning Intention with roots in the National Curriculum. All LI to be worded, 'Today we will be better at . . .'. This MUST be displayed on working walls and SMART board

if used. Either this or a title used for work should signpost the work in books. Nothing should be underlined.

- If relevant, for reading as a reading activities, the reading character symbol should feature alongside the LI/ Title.
- The teacher will assess whether the children have met the Learning Intention by putting an **A, P or W** at the side of the date.

Presentation

- Handwriting should be in line with school policy. Under achievement must be challenged and children to write out at least a sentence again. A pen license can be earned by children in Y4 to Y6 when handwriting is consistent in size, style and orientation and is when all letters are correctly formed and joined.
- Numerical date to be used for Maths. Full date for English.
- No underlining should be used. Miss a line to differentiate between title and body of work..
- Cross out neatly with one neat line.
- ALL PAGES OF THE BOOK TO BE USED UNLESS IT IS A WARM WRITE. Editing for skills based work will go below work but editing for lengthy writes i.e warm writes will go on the left hand page.
- In English and topic books, ensure there is a title page which details the book which is being studied and the main foci of the study.

General Marking Symbols		
G	<i>Used by the teacher as a record of their immediate assessment</i>	Greater Depth across a unit
A		Learning intention achieved with a good level of understanding
W		Working towards (within the year group's expectation but not secure)
B		Working below the Year group standard
I	Independent work (FS and KS1 if previously supported)	
☺	Success (link to LI and Verbal Feedback). Well done!	
	Better it Blue	
✓	This is correct (generally Maths work)	
•	This is incorrect (Maths work)	
✓C	This needs correcting. Up to three corrections only (Maths)	

Editing Symbols for adults or peers	
?	I do not understand this. (This phrase/sentence would be underlined)
^	A word(s)/letter is missing. Please add.
sp	Spelling mistake. The word will be underlined with a squiggly line for correction.
O	(circle around the error) Punctuation Error
/	New Line needed
//	New Paragraph needed

Foundation Stage Marking Codes

As an introduction to the marking codes, for the first two terms of FS, children will be introduced to the following:

S = Support or scaffold provided

I = Work completed independently

V = Verbal feedback given e.g. V (finger spaces)

☺ = You have tried hard/ I am proud of your work

Useful blogs for further reading

Feedback and English Mocks - Daisy Christodoulou

Marking is a hornet - Joe Kirby

Why my school banned marking - Clare Sealy

The new no marking policy in my school and how it works - Clare Sealy

Giving feedback the Michaela way - Jo Facer

Whole class marking by Toby French

Eliminating unnecessary workload around marking – Dawn Copping

Andrew Percival's blog - 'No written marking job done'