**Springfields First School Feedback Policy**

As a staff we believe children learn best when there are the highest expectations of their achievements and of the quality of their work.

This is achieved when children take pride in their work and therefore it is essential that the school has clearly defined and consistently applied approaches to the presentation and lay out of children’s work and to the methods of feedback. We recognise that Assessment for Learning is a key and fundamental practice to ensuring the highest levels of progression for our children.

**The Purpose of Marking, Key Principles and Beliefs**

*Marking has the potential to be the most powerful, manageable and useful diagnostic record of achievement. Shirley Clarke, 2001*

The key purpose of marking is for the children’s benefit to find out, as close to completing the learning as possible, what they have got right or wrong or what could be improved. It is essential that children are given time to respond to feedback. Children need to be given time to make improvements to their work and teachers must identify and allocate time for this in their planning. Children need to be trained via whole class and group marking to identify their successes and improvement needs.

By engaging children in the timely, purposeful feedback, they are given opportunities to develop their thinking skills and critical voice. Self-assessment and peer assessment, when managed effectively by the teacher, also build an atmosphere of trust and respect fundamental to the ethos of the school. Marking shows that teachers care about children’s work. Questioning should be used to foster an interaction between the adult and child, giving feedback on the work they have done and guidance as to what the next step is. At Springfields Rosenshine’s Principles in Action have been adopted to provide systematic feedback.

(See **Appendix 1** for whole school marking time table)

**Classroom practice that supports effective feedback**

Children should be made aware, through discussion, of the learning objective and success criteria for the feedback of a set piece of work. These should be reinforced as the lesson develops.

All work should start with the **written learning objective** (written and underlined by the pupil or the teacher/TA) **and should be dated** (written and underlined by the pupil or the teacher/TA).

Feedback may take various forms e.g. **direct and indirect questioning**, **peer marking, self-assessment, discussion** with the children or **written** away from the child.

Feedback must be manageable and focused i.e. questioning during discussions, marking within the lesson, marking against the objective being taught, reference to the success criteria where appropriate.

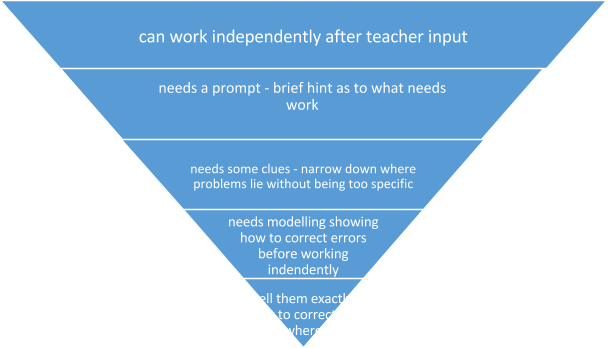
**Types of feedback and good practice**

***Marking in books must be ‘Mark less mark better’ – pupils working harder than the teacher!***

**Feedback is a waste of time if it has no impact.** The type of feedback used for a task should reflect the aim of the task set. Feedback should praise, but also give guidance, consolidation and challenge. It may help to think of next steps feedback as **intervention feedback**. The teacher steps in to **support**, **consolidate**, **accelerate** or **challenge**.

This is strategic minimal marking. The teacher is not doing all the work. They are guiding pupils on a case by case basis. For most pupils input at the beginning of the lesson will be enough but some will need a gentle nudge in the right direction, a few might need actual clues and a couple will need a lot more help. Start with the assumption that all children can work independently given prior input and then increase the amount of intervention only 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 they are the ones doing the hard work.



At Springfields First School, teachersuse a variety of questioning techniques to assess pupils understanding and provide constructive feedback. Teachers structure their lessons to allow opportunities for ‘in the moment feedback’. This allows the teacher to quickly address misconceptions or to provide challenge. Pupils are encouraged to mark their own work and complete corrections. Teachers follow this up by providing **‘light feedback’** in pupil books using the agreed marking code and completing a whole class feedback sheet. This sheet will be used to plan the next steps in learning. **(See Appendix 2 and Appendix 5)** These sheets should be stored in a class feedback folder.

Marking will identify (in line with the objective taught) **positive points** about the work that is identified in **PINK** and **points for improvement** that are identified in **GREEN** pen.

**Peer marking and self-assessment**

Children need to be shown how to assess their own and each other’s work in relation to the **learning objective**.

As much as possible children should be involved with **self-assessment**: marking their own work, to indicate their assessment of their own understanding or by reacting to the marking of their work by the teacher.

Also, by **peer marking** others work or by working collaboratively with a partner. Children need to have training and modelling in giving effective feedback. At Springfields First School comments made by children for peer marking are recorded on post-it notes.

Where self-assessment and peer marking are not written or annotated, children should be encouraged to find positive aspects of their/another’s work and areas for improvement.

(See **appendix 3** Agreement on marking partnerships)

**Marking codes**

(See **appendix 4** Agreement on marking codes)

Once the learning intention has been made clear, the feedback has to be focused on that.

Marking by adults will identify (in line with the objective taught) **positive points** about the work that is identified in **PINK** and **points for improvement** that are identified in **GREEN** pen.

Children should **respond to improvement prompts in red pen** so that it is clear to the child, when they look back at their work that they have examples of improved/good work to use again.

If support has been provided then the supported part of the work should be marked.

**Spelling errors** that need correcting should be underlined and the child should either use a dictionary to correct them or they should be given the correct spelling by the adult for them to practise several times.

The feedback given of a child’s piece of work should be relevant to that child’s stage of development as judged by the teacher.

**Early Years**

Ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals. Systematic observations and assessments of each child's achievements, interests and learning styles are made by staff. These observations are used to plan relevant activities and opportunities for each child. Feedback is given to the child verbally and also shared with parents and caregivers.

**Remember**

Not all work is to be given detailed feedback. However, some recognition e.g., a tick, smiley face or a quick positive comment should be made to show the child that the teacher has seen work and so is aware of the work the child is doing.

All maths work needs to be marked, at the very least with ticks or dots, and children should be given time to go back and correct errors.

**Appendix 1-**Whole school marking time table

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Class** | **Praise**  **(pink pen)** | **Corrections**  **(green pen)** | **Learning**  **Objective** | **Red**  **Pen**  **Response** | **Peer**  **marking** |
| **Rec** | ˟ | ˟ | **\*** |  | N/A |
| **Yr1** | ˟ | ˟ | ˟ | ˟ | N/A |
| **Yr2** | ˟ | ˟ | ˟ | ˟ | N/A |
| **Yr3** | ˟ | ˟ | ˟ | ˟ | ˟ |
| **Yr4** | ˟ | ˟ | ˟ | ˟ | ˟ |

**Appendix 2**

Example for KS 2 maths lesson structure with feedback:

|  |  |  |
| --- | --- | --- |
| Teacher | Feedback | Pupil |
| Teacher delivers the lesson - | Teacher provides feedback on misconceptions – using questioning  Teacher assess which pupils are ready to move to independent work | Majority of the class move to independent work – differentiated if needed |
| Teacher gathers a small group of pupils who through questioning have shown misconceptions | Teacher revisits areas of misconception –re teaches areas | Whole group start independent work |
| Teacher moves around classroom checking/ questioning/ providing feedback | Teacher speaks to individuals and provides feedback | Act upon teacher feedback |
|  |  | After 5/6 questions teacher provides answers for pupils to check – corrections completed in red pen – could be peer marked |
| Teacher checks learning at the end of the lesson – challenges misconceptions, re models, provides challenge where needed – pupils mark own work/peer marked | Teacher questions whole class – provides feedback to whole group and individuals | Pupils demonstrate knowledge learnt |
| Teacher checks books –  Use code to indicate support/ highlights areas of consistent misconception – notes to revisit either whole class or provide intervention support | Teacher completes class feedback sheet ready to continue next steps with the next lesson  Identifies pupils who will need extra support - intervention | Attend intervention group if needed |
| **Next lesson** | | |
| Teacher starts lesson with recap of previous learning,  Work to praise/share, re visit areas of misconception, a challenge to complete using the learning from previous lesson - whiteboard | Praise  Revisit misconception/mistakes | Reminded of previous learning  Applying learning  Retrieving learning from long term memory |
| Start main teaching – follow the same cycle |  |  |

KS 2 – literacy lesson

|  |  |  |
| --- | --- | --- |
| Teacher | Feedback | Pupil |
| Teacher delivers lesson | Through questioning Teacher provides feedback on misconceptions  Teacher assess which pupils are ready to move to independent work | Majority of pupils start independent work |
| Teacher gathers a group of pupils who through questioning have shown misconceptions | Teacher provides further feedback – models/scaffolds | Whole group start independent work |
| Teacher moves around classroom checking/ questioning/ providing feedback | Whole group start independent work | Act upon teacher feedback |
| Teacher revisit learning at the end of the lesson  Peer marking/self-assessment against a given success criteria | Questioning used to assess understanding – feedback given | Pupil demonstrates understanding |
| Teacher checks books –  Use code to indicate support/ highlights areas of consistent misconception – notes to revisit either whole class or provide intervention support | Teacher completes class feedback sheet ready to continue next steps with the next lesson  Identifies pupils who will need extra support - intervention | Attend intervention group if needed |
| **Next lesson** | | |
| Teacher starts lesson with recap of previous learning,  Work to praise/share, re visit areas of misconception, | Praise  Share examples of good work  Tackle misconceptions | Reminded of previous learning  Applying learning  Retrieving learning from long term memory |
| Moves around to support pupils/works with a small group | Verbal feedback/modelling | Pupils proof read work – correct spellings/punctuation |
| Moves around to support pupils/works with a small group | Modelling/verbal feedback | Pupils spend time editing work – using the teaching from the beginning of the lesson |
| Start main teaching – follow the same cycle |  |  |

KS1 – Maths lesson

|  |  |  |
| --- | --- | --- |
| Teacher | Feedback | Pupil |
| Teacher delivers the lesson. | Using questioning to assess the teacher provides feedback on misconceptions  Teacher assess which pupils are ready to move to independent work | Majority of the class move to independent work – differentiated if needed |
| Teacher gathers a group of pupils who through questioning have shown misconceptions | Teacher revisits areas of misconception –re teaches areas | Whole group start independent work |
| Teacher moves around classroom checking/ questioning/ providing feedback | Teacher speaks to individuals and provides feedback | Act upon teacher feedback |
| Teacher works with whole class/groups/individuals to mark their works collectively | Individual/group/whole class feedback | Pupils act on feedback and correct work |
| Teacher checks learning at the end of the lesson – challenges misconceptions, re models, provides challenge where needed | Teacher questions whole class – provides feedback | Pupils answer questions demonstrate knowledge learnt |
| Teacher checks books –  Use code to indicate support/ highlights areas of consistent misconception – notes to revisit either whole class or provide intervention support | Teacher completes class feedback sheet ready to continue next steps with the next lesson  Identifies pupils who will need extra support - intervention | Attend intervention group |
| **Next lesson** | | |
| Teacher starts lesson with recap of previous learning,  Work to praise/share, re visit areas of misconception, challenge to complete using the learning from previous lesson - whiteboard | Praise  Revisit misconception/mistakes | Reminded of previous learning  Applying learning  Retrieving learning from long term memory |
| Start main teaching – follow the same cycle |  |  |

KS1 literacy lesson

|  |  |  |
| --- | --- | --- |
| Teacher | Feedback | Pupil |
| Teacher teaches lesson through questioning they tackle any misconceptions and provide feedback to pupils | Teacher provides feedback on misconceptions  Teacher assess which pupils are ready to move to independent work | Majority of pupils start independent work |
| Teacher gathers a group of pupils who through questioning have shown misconceptions | Teacher provides further feedback – models/scaffolds | Whole group start independent work |
| Teacher moves around classroom checking/ questioning/ providing feedback | Whole group start independent work | Act upon teacher feedback |
| Teacher revisit learning at the end of the lesson  Peer marking/self-assessment against a given success criteria | Verbal Feedback/modelling | Revisit learning from the lesson  Assess own learning |
| Teacher checks books –  Use code to indicate support/ highlights areas of consistent misconception – notes to revisit either whole class or provide intervention support | Marks mistakes for proofreading  Marks specific areas for editing IF the child requires it |  |
| **New lesson** | | |
| Teacher starts lesson with recap of previous learning, | Work to praise/share, re visit areas of misconception, | Revisit learning if needed – show understanding – whiteboard activities |
| Teacher works with specific group to support proofreading | Teacher given verbal feedback | Majority of pupils work independently to proofread work – correct spellings/punctuation |
| Teacher works with specific group to edit work | Teacher gives verbal feedback | Majority of pupils spend time editing work – using the teaching from the beginning of the lesson |
| Start main teaching – follow the same cycle |  |  |

**Appendix 3 – Agreement for peer marking**

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**Appendix 4**

**Springfields First School Marking Codes**

Green pen = steps to grow/mistake Pink pen = tickled pink/tick

**S** = support

**English Marking Codes (KS2 added to the margin)**

**CL** = capital letters

**FS** = full stops

**\_\_\_\_\_\_\_\_\_**  = spelling mistake

≈ = grammatical mistake

= punctuation

**//** = new paragraph

**Maths Marking Codes**

√ = correct answer (pink tick)

● = incorrect answer (green dot)

|  |  |
| --- | --- |
| **Work to Praise and Share** | **Need further Support** |
|  |  |
| **Presentation** | **Basic Skills Errors** |
|  |  |
| **Misconceptions and Next Lesson Notes** | |
|  | |