



South Gosforth First School
'Roots to grow and wings to fly'

Feedback Policy – 2023-2024

	Staff: To read and offer feedback To implement policy	Governors Approve	Accessibility Website Saved to teachers drive
Date	February 2023	February 2023	February 2023
Review Date	February 2024		

Members of staff with responsibility:

- Mr Adams (Headteacher)
- Miss Blackburn (Deputy Headteacher)
- Mrs Logan (Maths Lead)
- Mrs Burnett (English Lead)
- Miss Rutherford (SENDCo)

Intent Statement

At South Gosforth First School, our policy is underpinned by the evidence of best practice from the Education Endowment Foundation, DfE case studies and guidance and other educational research. We are mindful of the workload implications of written marking on teachers, as well as research from cognitive science regarding what types of feedback have the most impact on pupils' learning. We seek to ensure that feedback to pupils enables them to identify what they have done well and how they can make progress. Notably the Department of Education's research has emphasised that feedback should be: **meaningful, manageable and motivating** and we seek to adhere to these principles in our approaches to feedback for pupils in school.

At South Gosforth First School, we don't believe that feedback has to be formally written in books in order to be meaningful and we fully recognise the value of giving focussed, verbal feedback to children, live or 'in the moment' marking at the time that learning is taking place, 'conferencing' with groups of pupils or individual children and pupils playing an integral role in assessing and evaluating their own work. We believe that using these approaches can be more powerful and effective tools of assessment than writing extended marking comments on pupils' work after the point of learning which can sometimes prove to be demotivating for many groups of learners.

Advice from the NCETM is that the most important activity for teachers is the teaching itself, supported by the design and preparation of engaging lessons, aided by appropriate assessment for learning (both formative and summative). We would like our teachers to avoid being preoccupied with writing lengthy comments in workbooks, or rewriting learning objectives etc, which might mean that they sometimes miss the most important things that would re-shape their own teaching for the better and enable our pupils to make the best progress that they can.

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

- The sole focus of any feedback should be to further children's learning and understanding
- Feedback should empower children to take responsibility for improving their own work

- Written comments should only be used as a last resort for the 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 receive it in the next appropriate lesson.
- Time is set aside to enable pupils to consider and respond to feedback
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms
- Feedback forms part of the school's wider assessment process, which aim to produce an appropriate level of challenge for pupils in lessons, allowing them to make good progress.

Implementation

The following stages outline what the feedback cycle looks like.

1. **Immediate** – at the point of teaching
2. **Summary feedback** – at the end of a lesson/task
3. **Summative feedback** – tasks planned to give teachers a view of learning over time and the end of a sequence of teaching

Next step feedforward – further teaching enables the children to improve areas for development identified by the teacher.

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Teacher gathering feedback from teaching within the course of a lesson including, oral questioning, whiteboard work, book work etc • Takes place in lessons with individuals or small groups • Often verbally given to pupils for immediate action 	<ul style="list-style-type: none"> • Lesson observations • Improvements evident in books either through pupil's editing or further work
Summary	<ul style="list-style-type: none"> • Provides opportunity for evaluation of a small step in learning • Takes place at the end of a lesson or activity and involves the whole class in strategies such as: <ul style="list-style-type: none"> ○ A quiz, exit ticket or score on a game to assess learning • May take form of self or peer assessment 	<ul style="list-style-type: none"> • Lesson observations • Some evidence of self and peer assessment
Summative Feedback	<ul style="list-style-type: none"> • Tasks planned to give teachers a view of learning over time. • May take the form of: <ul style="list-style-type: none"> ○ End of unit assessments ○ Independent writing ○ Standardised assessments eg. Phonics screening, NFER tests, Statutory Assessments. 	<ul style="list-style-type: none"> • Scores from standardised assessments • Assessment tasks in books

Feedforward: the next step	<p>The assessment forms detailed above, lead to adaptation of future steps in learning and teaching points.</p> <ul style="list-style-type: none"> • Assessments guide the next step in learning, focusing on areas of need. Errors and misconceptions addressed in subsequent teaching points. • Across the curriculum opportunities are built into teaching time to give feedback to the class about strengths and areas for development. 	<ul style="list-style-type: none"> • Lesson observations • Evidence in books of pupils editing and redrafting their work in green pen • Adaptation to teaching sequence tasks
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Guidance for Teachers

'RAG' Titles

Titles will be linked to the National Curriculum objective to show the learning focus for that lesson. These titles will then be clearly colour coded by the teacher with a small highlight at the end of the title to indicate if the child has met the learning objective for that lesson.

- Green = Learning Objective achieved
- Orange = Partially achieved learning objective
- Red = Learning Objective not achieved

This process will help teachers to identify how to approach their teaching focus for specific children, pupil groups or the whole class in subsequent lessons. It is important to mention here that teachers will always be sensitive to the needs of children when highlighting the title in workbooks. If a child has not managed to meet the learning objective in a particular lesson, but colour coding their title 'red' may have a negative impact on their esteem, then this would be avoided and the teacher would give this particular child immediate verbal feedback on how they can make progress in the next lesson.

All work will be assessed by the teacher through colour coding the title in green, orange or red.

Immediate Verbal Feedback and 'Live Marking'

There will be a focus on giving pupils immediate verbal feedback within the lesson which will then be 'live marked' by the teacher. Verbal feedback should be linked to specific feedback offered to the child in the lesson.

Books will be annotated with 'VF' and then a word or short phrase linked to the feedback which was given (eg: 'VF – Sentence openers', 'VF – Excellent adverbial', 'VF – Bridging ten?' or 'VF – types of historical sources'. Teachers will try and give verbal feedback to as many children as they can within the lesson.

Teachers will ensure that they are mindful of giving immediate verbal or written feedback to all pupils / pupil groups throughout the course of a teaching week (eg: if pupils have not been given immediate verbal feedback one day, the likelihood would be that they would be given this in the next piece of work, so that the teacher has a key overview of where all pupils are throughout the week.) If a piece of work on a particular day has only been colour coded by the Teacher (signifying that they have read it and have no immediate feedback) then it is expected that the next piece of work would receive verbal or written feedback.

'Conferencing' & Editing

The teacher may work with a group of children to give detailed feedback around specific areas of focus that the children need to work on to make progress. 'Conferencing' is a form of verbal feedback, but it is different

in the sense that it is giving more detailed and extensive guidance around how a group of children can improve their work and then the children are given chance to make corrections, edits and improvements in green pen. We believe that this approach gives the children the guidance that they need to improve their work, whilst still giving them the ownership to do this independently. When 'conferencing' has been carried out with a pupil, this will be evident in teacher marking as © (to indicate that 'conferencing' has taken place) then short phrases to identify what the conferencing was linked to in appropriate pupils' books. It is also important to mention that pupils can lead their own 'conferencing' session in groups or pairs, which will then lead to editing.

Quality Written Marking (Key Stage 2 only)

For extended key pieces of writing (which are often used to assess pupils' attainment and progress) teachers will provide 'quality written marking'. This will be carried out on key pieces of extended writing (including cross curricular writing) **twice per half term** – it is at the teacher's discretion which pieces of work that they 'quality mark'.

Whilst we believe that immediate verbal feedback, 'live marking' and 'conferencing' are powerful tools to enable children to improve their work at the time of learning, we do also recognise that sometimes, detailed written feedback can be helpful for pupils to move their learning on and enable them to make progress.

which will clearly identify individual strengths and also 'gaps' in understanding. The teachers will then use this information to inform the focus of their subsequent English teaching.

'Quality Marking' at South Gosforth First School will involve:

- Up to 3 spelling errors identified – This will be signified by sp and the incorrectly spelled word will be underlined, then the pupils are encouraged to find the correct spelling and make corrections.
- Composition and Effect – Up to two suggestions for improvement linked to composition and effect eg: 'Can you extend these sentences using causal conjunctions...
- Positive Reinforcement – One positive or motivating comment linked to something that the child has done particularly well (this could be linked to level of effort or presentation.)
- Up to 3 punctuation and grammar errors identified – These will be identified using the following codes:

○	Missing punctuation (commas, apostrophes, speech punctuation, question marks, exclamation marks)
^	Missing word or letter
//	Change paragraph



Self and Peer Assessment

Self and peer assessment can act as tools to activate pupils as owners of their own learning and as learning resources for one another. In both KS1 and KS2, children will 'live mark' their work or the work of another pupil during the lesson at moments decided by the teacher. The children will use the feedback from the teacher and use their green pen to mark and edit their work. By doing this, children can alert the teacher immediately if they have misunderstood something and further verbal feedback from the teacher will address errors and misconceptions.

Feedback in EYFS

At South Gosforth First School, we believe that the best way of giving our youngest pupils feedback and guidance to maximise their progress is to do this verbally 'in the moment'.

However, staff do use some specific codes on certain pieces of pupils' written work to identify how independent pupils were when completing their task, as well as some indication of what support they received if they worked with an adult.

-  indicates that the child completed their task completely independently.
-  indicates that the child has had some help from an adult to complete their task.
- 'VF' and then a short word or phrase linked to feedback given will indicate where a group of children have been given some specific guidance around how to complete their task.

In Reception, teachers may choose to write detailed comments on pupils' work to indicate the context of how the child completed the work, along with the resources that they used and the level of support that they received. This is solely for the use of the teacher for assessment purposes and is not designed to be read by the children.

Feedback for pupils with SEND

It is the teacher's responsibility to make 'reasonable adjustments' for SEND pupils in school who may need specific support to enable them to complete a piece of work. This may be working alongside an adult, using concrete apparatus, scaffolds, 'chunked up' independent work with rest breaks, sentence starters, word banks or cards, using story maps or storyboards, paired / group work, use of computers or ICT, or a whole range of other strategies. The 'reasonable adjustment' that was made for that specific SEND pupil will always be clearly identified on the child's piece of written work in all subjects. This will enable the teacher to clearly identify which strategies work well for that child over time and the best ways to inform their subsequent SEND provision. If a piece of work completed contributes to a target on the child's Support Plan, the annotation 'MSP' will be added to show it can be used as evidence in the SEND review meeting.

Presentation Expectations

- From Year 1 upwards, all work should be dated. In Year 1 this will be the short, numerical date on all pieces of work. From Year 2 upwards, this will be the long date in Literacy (e.g. Monday 5th November 2019) and short date in maths (05.11.19). The date should be written on the left-hand side of the page starting at the margin.
- A line will then be missed and the learning objective, written as an 'I can...' statement will be written (eg: 'I can investigate odd numbers' or 'I can draw a scientific conclusion'.)
- In Reception and Year 1, titles of pieces of work will be printed on to a sticker and placed in children's work books.
- From Year 1 to Year 4, learning objectives are to be traffic lighted for each piece of work:
 - Green = Learning Objective achieved
 - Orange = Partially achieved learning objective
 - Red = Learning Objective not achieved
- Pupils in Year 2, Year 3 and Year 4 will be expected to underline their date and title with a ruler.
- In maths books, there should be one digit or symbol in each square
- When pupils self-mark or edit, a green pen should be used.
- From Year 1 upwards, there will be a minimum of 2 pieces of Maths work recorded in pupils' books each week

- From Year 1 upwards, there will be a minimum of 2 pieces of recorded written work in pupils' Literacy books each week.
- Teachers will always mark pupils' work using a blue pen.
- Teachers may also personalise their marking and feedback by using some of their own symbols (eg, smiley faces) however the meaning of these symbols **must** be clearly communicated to the pupils so that the children fully understand what they mean.

Supply Teachers

We expect supply teachers to mark work using a black pen.

General Feedback Codes Summary:

<u>Code:</u>	<u>Meaning:</u>
VF	Verbal feedback
C	Conferencing
WF	Written feedback
Sp	Spelling

Monitoring of Feedback Policy

As part of a book look, subject co-ordinators should collect examples of marked work on a regular basis to ensure that the policy is being implemented within their areas of responsibility on a consistent basis. This should lead to:

- an improvement in pupil achievement and attainment
- an awareness, on the part of the pupils, of what is expected of them
- pupils knowing to what extent they have achieved the learning objective
- a consistency in teacher marking across key stages and between year groups.

This Feedback policy should be read in consultation with the SEND policy, EYFS policy and Assessment policy.

Monitoring arrangements

This policy will be reviewed annually by the governing body of South Gosforth First School.

Date Agreed: February 2023

Date for Review: February 2024