South Gosforth First School

Feedback Policy – 2021-2022

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. The 'next step' is usually the next 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

What feedback looks like in practice at South Gosforth First School:

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. **Next lesson feedforward** – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher
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	- Teacher gathering feedback from teaching within the course of a lesson including whiteboard work, book work etc - Takes place in lessons with individuals or small groups - Often verbally given to pupils for immediate action - May redirect the focus of teaching or the task	- Lesson observations - Improvements evident in books either through pupil's editing or further work
Summary	- Takes place at the end of a lesson or activity - Often involves whole class - Could be a quiz, test or score on a game to assess learning - Provides opportunity for evaluation of learning - May take form of self or peer assessment - May guide the next lesson, focusing on areas of need	- Lesson observations - Some evidence of self and peer assessment
Feedforward: the next step is the next lesson	- For writing, 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 - Errors and misconceptions addressed in subsequent lessons, in maths lessons in particular - Leads to adaptation of future lessons - May lead to targets being set for pupils' future or immediate attention	- Lesson observations - Evidence in books of pupils editing and redrafting their work in green pen - Some written comments where appropriate - Adaptation to teaching sequence tasks - Potential use of annotations to indicate future groupings but not expected to be recorded for anyone's use other than the teacher

Summative Feedback	- Tasks planned to give teachers definitive feedback - Will appropriately inform teacher judgements in terms of termly progress of each child	- End of Units assessments (maths) - Assessed pieces of longer writing (literacy) - End of Unit Creative Tasks (foundation subjects) - Assessment Weeks 'Coaching' Days

Guidance for Teachers

Feedback in English

Writing - Main Principles Used:

- 'RAG' Titles - Titles of pieces of writing will be written as brief phrases which describe what the pupils have been learning about in 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.
  - o Green = Learning Objective achieved
  - o Orange = Partially achieved learning objective
  - o 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 (see bullet point below.)

- 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 can be linked to specific support offered to the child in the lesson when they are stuck, or positive reinforcement and emphasising something which the child has done well.
  - o When verbal feedback has been given to a child within the lesson, this will be annotated in books with 'VF' and then a word or short phrase linked to the feedback which was given (eg: 'VF – Sentence openers', 'VF – Excellent adverbial', 'VF – Why did you choose this word here?' or 'VF – Spellings / Punctuation' with underlined spelling or punctuation errors). Teachers will try and give verbal feedback to as many children as they can within the lesson.
  - o All work will be assessed by the teacher through colour coding the title in green, orange or red.
  - o There is also an option of identifying a spelling / punctuation errors or providing a 'written feedback' comment after the lesson ('WF – Super subordinate clause' or 'WF – Try a question mark'). Time will then be built in to the subsequent lesson for the child to respond to this feedback if necessary.

    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.) Teachers can give more than one piece of verbal or written feedback in

the same lesson. 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 – As part of the writing process, it is important that pupils can edit their writing and make improvements to it. This will mainly be done through 'conferencing' with groups of pupils, or the whole class (if common misconceptions have been identified.) '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 edit their writing as part of this process – this is built in to the teaching sequence. During the writing process, opportunities for detailed and focussed 'conferencing' will be carried out by the teacher based around the pupils' writing. The key areas of focus identified by the teacher through the conferencing session with pupils will then be clearly written on the board for the appropriate pupils to see. The children will then be given the opportunity to edit their writing linked to the areas identified during the conferencing session. 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 (H) (to indicate that 'help' has been given) 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 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 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.

Once per half term, the teachers will choose one piece of extended writing which they have quality marked to cross reference against a 'Teacher Assessment' criteria sheet, 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.
  - Up to 3 punctuation and grammar errors identified – These will be identified using the following codes:

	Finger space or spaces required
___	Capital letter missing
__	Incorrect capital letter
⊙	Missing Full Stop

◯	Missing punctuation (commas, apostrophes, speech punctuation, question marks, exclamation marks)
⊗	Incorrect full stop
^	Missing word or letter
//	Change paragraph

- o Composition and Effect – Up to two suggestions for improvement linked to composition and effect (eg: 'Can you extend these sentences using causal conjunctions…)
- o Positive Reinforcement – One positive and motivating comment linked to something that the child has done particularly well (this could be linked to level of effort or presentation.)

- Spellings – Teachers may use their own discretion to highlight spelling errors in any piece of work (eg: not just writing that is 'quality marked') using the appropriate code specified above.

Reading – Main Principles Used

- In Year 2 to Year 4, during 'Whole Class Shared Reading' sessions, pupils will record their responses to comprehension questions about a text in their 'Shared Reading' workbook. During this session, once the children have written their answers to each question, the teacher will then share their 'model' answer with the class. Using this feedback from the teacher, the children will then self or peer assess their own answers using a green pen.
- In Reception and Year 1, the teacher will record specific responses from the children during 'Reading Practice' sessions on a 'Guided Reading Proforma' and they will indicate if they feel that a child has met a particular reading criteria from the answer which they gave.
- For one to one reading sessions, staff will make appropriate notes in the child's 'Reading Record' alongside notes from parents and carers from one to one reading which has been done at home.
- Once per term, staff will collate all of the evidence which they have gathered in reading for each child and collate it on our online 'insight' tracker, which will clearly identify individual strengths and also 'gaps' in understanding linked to national curriculum criteria. The teachers will then use this information to inform the focus of their subsequent teaching in Reading.

Feedback in Maths

Maths - Main Principles Used:

- 'RAG' Titles - Titles of Maths work will be written as brief phrases which describe what the pupils have been learning about in 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.
  - o Green = Learning Objective achieved
  - o Orange = Partially achieved learning objective
  - o 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 colour coding 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 (see bullet point below.)

- <u>Self and Peer Assessment (mainly Key Stage 2)</u> – One of the main methods of feedback in Maths in both Key Stage 1 and Key Stage 2 is self and peer assessment. 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. By doing this, children can alert the teacher immediately if they have misunderstood something. This process will be built in to the structure of lessons (we would always seek to break Maths lessons up in to small progressive 'chunks', sometimes using concrete, pictorial and abstract elements, procedural maths, problem solving and open-ended 'low threshold, high ceiling' investigative tasks where possible.) When pupils self or peer assess their work, this would be done in green pen. Any work which is unmarked after peer or self-assessment has taken place in the lesson will be marked by the teacher using ticks for correct answers and dots for incorrect answers. This will inform the next lesson's work accordingly.

- <u>Immediate Verbal Feedback and 'Live Marking'</u> – Another key method of assessment in Maths lessons is 'Immediate Verbal Feedback' and 'Live Marking' by the teacher. In some maths lessons, there will be a focus on giving pupils immediate verbal feedback within the lesson which will then be 'live marked' by the teacher. This will usually be with groups of pupils, but can be with individuals or occasionally the whole class if there is a common misconception. This will be annotated in books with 'VF' and then a word or short phrase linked to the feedback that was given (eg: 'VF – Bridging ten' or 'VF – Incorrect unit'.) The key idea is that subsequent work in the child's book will then demonstrate that they have made progress in this specific area. The teacher will sometimes give immediate verbal feedback to the whole class around a common misconception, sometimes to groups of pupils or sometimes to individuals.

  - For children where immediate verbal feedback has not been given in that particular lesson, their work will be assessed by the teacher through highlighting the title statement title in green, yellow or red.
  - All work will be assessed by the teacher through colour coding the title in green, orange or red.
  - There is also an option of identifying a calculation/strategy error or providing a 'written feedback' comment after the lesson (WF – accurate measuring or remember to start at the Ones column). Time will then be built in to the subsequent lesson for the child to respond to this feedback if necessary.

  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.) Teachers can give more than one piece of verbal or written feedback in the same lesson. 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.

- <u>Conferencing</u> – In some maths lessons, the teacher may work with a group of children or sometimes the whole class (if there are common misconceptions) 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 in green pen – this is built in to the 'chunked up' teaching sequence

and can be done through carrying out 'mini plenaries' throughout the progressive structure of the lesson. During the teaching process, opportunities for detailed and focussed 'conferencing' will be carried out by the teacher based around the pupils' work. The key areas of focus identified by the teacher through the conferencing session with pupils will then be clearly written on the board for the appropriate pupils to see. The children will then be given the opportunity to make corrections to their work linked to the areas identified during the conferencing session. When 'conferencing' has been carried out with a pupil, this will be evident in teacher marking as $\textcircled{H}$ (to indicate that 'help' has been given) 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 corrections being made.

Feedback in Other Subjects

- 'RAG' Titles - Titles of pieces of work will be written as brief phrases which describe what the pupils have been learning about in 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.

- Topic Specific Spellings – For any key topic-based vocabulary which pupils have spelled incorrectly in their work, in Year 2 to Year 4, 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. In Year 1, this will be signified as sp at the end of the line, then the correct spelling will be given by the teacher and the children will need to copy the correct spelling when making corrections. This will be done at the discretion of teaching staff.

- Immediate Verbal Feedback and 'Live Marking' – For any pupils who are finding a concept particularly difficult to understand, the teacher will give immediate verbal feedback and specific guidance to help the child complete their task. This will be written on work as 'VF' and then a short word or phrase linked to the feedback that was given (eg: 'VF – Drawing conclusion' or 'VF – Function of roots', etc.)

- Written Feedback – Teaching staff also have the option of providing a 'written feedback' comment after the lesson, if no live marking or conferencing has taken place within the lesson (eg: 'WF – Excellent understanding of the events which led up to the battle'). Time will then be built in to the subsequent lesson for the child to respond to this feedback if necessary.

- Cross-Curricular Topic Writing – In some topic work, pupils may be asked to apply the skills which they have learned in their Literacy lessons to write a piece of more extended writing in another subject (eg: Science, History, Geography, R.E, etc.) Teachers may choose to mark these pieces as above, or they may choose to 'quality mark' these pieces as identified in the writing section (in Key Stage 2).

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 block (eg: if pupils have not been given immediate verbal feedback one week or session, 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.) Teachers can give more than one piece of verbal or written feedback in the same lesson. 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.

Feedback in EYFS & Year 1

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.

- $\textcircled{I}$ indicates that the child completed their task completely independently.

- $\textcircled{H}$ 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.

For children in Reception and Year 1, there will be an 'I' and 'H' typed next to the 'I can...' statement on the title sticker. The teacher will then circle the 'I' if the child has completed the work independently or the 'H' if they have had help from the teacher or teaching assistant.

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 SEND Pupils

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.

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.

Improvements

In order to give our children the opportunity to improve their work and to respond to feedback from teachers pupils will, as part of the lesson structure, be given the opportunity to correct and improve their work using green pens. This may be following modelled corrections or the child may be guided towards specific areas which they can edit or improve using their own knowledge or classroom resources (e.g. dictionaries, thesauruses).

General Feedback Codes Summary:

Code:	Meaning:
VF	Verbal feedback
H	Conferencing
WF	Written feedback
Sp	Spelling

Monitoring of Feedback Policy

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.