



# Freeland CE Primary School

## FEEDBACK POLICY

A school living out the values of Honesty, Forgiveness, Compassion and Love.

***'Great things come from small beginnings: 'Branch out, Fly High'***

*We are a community where  
every member, from the tiniest seed to the fullest tree, is nurtured and cared for.  
Everyone can flourish and be ready to fly the nest and soar high.  
We come together to grow, learn, love and be loved.*

This policy was agreed by Governors on:

Date.....

To be reviewed.....

Signed by Chair of Governors.....

Signed by Headteacher.....



## The Purpose of Feedback

Feedback is an important element of our teaching practice and takes many forms.

The main purpose of feedback is:

- a) to inform the teacher of a child's attainment and therefore to inform future planning
- b) to inform a child of how well they have done and what they need to do next
- c) to redirect the pupils learning, addressing misconceptions, to ensure they make progress towards their learning goals.
- d) to motivate a child through celebrating success.

## Key Principles

The Education Endowment Foundation has carried out research on the most effective feedback and in a recent report published in June 2021 , identifies three main recommendations to improve pupil learning. (appendix 1) At Freeland we base our key principles for feedback on these recommendations.

1. The sole focus of feedback and marking should be to further children's learning.
2. There is a consistent approach to feedback across the school which is used by all members of staff.
3. 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.
4. Written comments should only be used where they are accessible to pupils according to age and ability.
5. Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms e.g. providing a high quality model, using Air server to discuss a misconception, peer marking etc)



6. Feedback is a part of the school's wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
7. High quality teaching reduces the amount of feedback required and should be carefully planned to meet the needs of all learners.
8. Formative assessment is an integral part of every lesson to identify gaps in children's learning so they can be addressed.
9. Teachers should judge carefully the most effective method to give feedback: as a group, individually or as a class and this will vary from lesson to lesson.
10. Feedback is most effective when it is precise and targeted to gaps in learning.
11. Time should be planned for pupils to respond to feedback.
12. Positive learning behaviours are taught from reception, which allow children to thrive in a positive classroom environment and respond to feedback with a 'can do' attitude.

## **Types of feedback used at Freeland School**

### **Verbal feedback**

- Refers to feedback that is given on the spot either during a lesson or soon after. This method of feedback has been proven to be the most effective way to move a child's learning on. All adults in the room can and should give verbal feedback.
- VF is used as a code in books to indicate where verbal feedback is given/ or needs to be given. This verbal feedback occurs mainly in the lesson but can also be done within consolidation task time or in green pen time to help move children's learning forward.
- When using VF in books, adults should note briefly key skills/learning points addressed.
- Verbal feedback should be used across all subjects to address any misconceptions that occur in the lesson.
- If an explanation is required for the child to be able to reply to the marking, then verbal feedback should be used instead.



- Verbal feedback should be used widely in KS1 to complement use of the marking code (appendix 2a/b/c) and next steps, so that children progressively develop an understanding of the marking code. Where verbal feedback has been given, this is recorded in children's books, either by the adult on post it notes (VF: finger spaces) or by the child (I spoke to my teacher and we agreed that I need to use more conjunctions).

## **Show me tasks and Journaling**

### **Show Me Tasks**

- Show Me tasks are guided learning opportunities with the whole class where children are shown, through carefully planned questioning, modelling and scaffolding, how to approach problems and different methods they may be able to use.

#### **Strategies may include:**

- Full modelling – the teacher narrates every word and thought process to demonstrate principles of metacognition and reflection.
- Scaffolded – the teacher may use sentence stems (think cloze procedure) to give a structure to the sentence allowing for some personalisation and early independence.
- Independent – the teacher should always make clear the expectation around a Learning points.
- The use of the sentence stems *I now know* and *I have noticed* help scaffold the children's reflections.
- Teachers can give children specific disciplinary vocabulary which must be included in the Learning Objectives, they can give a minimum number of keywords to use or they can give no scaffold but ask the children to ensure they have used words from the relevant Learning Point heading.

### **Journaling**

- The important role that 'journaling' plays in our approach cannot be underestimated. Self-assessment is inextricably linked with metacognition. Our core purpose is for children to become successful



citizens and a major skill that children need to have developed is that of being self-aware and reflective on their own learning journey and quality of outcome. As adults we are constantly assessing our own work and trying to better our position, it is part of what sets humans aside from other species. Journaling is a key strategy used to encourage and teach children how to evaluate. Every lesson contains large elements of metacognition practice which often involves reflective and evaluative writing i.e. 'journaling'.

- Children are expected to regularly journal throughout a lesson by writing down definitions, reflections on learning (I now know, I have noticed) and notes to help support their retrieval of learning. Teachers will need to scaffold and model this process using the sentence stems. In Year 1 journaling can be evidenced as a whole class on the working walls and when appropriate pupils should move to journaling independently in books. Learning assistants should be used to help capture children's thoughts on post notes or directly into books.

### **Written Feedback**

- Marking books is written feedback and this includes using the marking code (appendix 2a, 2b) and providing, when needed, a written next step.
- It is important that children are taught at the start of the academic year and refreshed throughout about what the marking codes indicate.
- English, Maths and Foundation Subjects learning objectives must always have a tick or an arrow to indicate whether the child has achieved that learning on the learning objective.
- If a child hasn't achieved the learning point, teachers need to consider how they will support that child in the next lesson (green pen and Red Box Follow Up Task (appendix 3), support in lesson, therapies, additional scaffolds)

Responding To Marking
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*\*These boxes will be used to follow up with children. Teachers will use these boxes to consolidate or extend children's learning. Children will respond to these questions using a green pen.*



- Written next steps for children should only be used if the child can independently complete the task. These next steps should either be to help consolidate or deepen the learning. It should be a specific task to complete and not a general tip. If a teacher feels a child cannot complete that next step independently, therapies or verbal feedback should be used instead. If several children have the same misconception, a written next step is not needed, as this should be planned into the start of your next lesson (after the show me task) so you can address this through teaching.
- When teachers mark it is important that it should reflect the schools' approach to Metacognition – helping children to reflect on their learning. Teacher questions will therefore reflect this approach e.g. 'Which part did you find tricky?' 'Did the cherry model help? How?' - Adults in the room will use live marking question stems. (appendix 4)

Live Marking Question Stems

What might happen if...?  
Will this always, sometimes, never happen...?  
How do you know...?  
Can you prove it by...?  
Can you show me a different method...?  
Does this make sense? Why/why not?  
Is this the same as...?

- Children should always be given an opportunity to respond to the marking using green pen during green pen time in the next lesson to consolidate or move forward the next learning point.
- There should be high expectations of year group non negotiables (handwriting, spelling and punctuation) in marking. For example, handwriting inconsistencies should be picked up on in every book and verbal feedback needs to be given to allow them to practice forming the letters correctly.
- Teachers need to use their judgement and knowledge of their children to decide on how scaffolded the written feedback should be. For example, in spelling, a child in the class may need an incorrect spelling to be highlighted so they can correct the spelling, another child may just need yellow highlighting in the margin so they have to find the error, or a child may need the spelling to be highlighted and written out for them to practise.
- When spellings are highlighted as incorrect using sp, the child will practice writing the word 5 times, either in the back of their book or in the margin.



## Self-Assessment

- Self-assessment is when as a class you mark your work together using a green pen. Children should reflect on how they have done and think about how to learn from their mistakes. This will have to be modelled and can form part of the end of lesson reflection. Teachers should ensure that any misconceptions made are acted on in accordance with the marking policy.
- Regular checks should be made to make sure children are self-assessing accurately.
- Responses that require more than single answers (e.g., reasoning activities) should be teacher-assessed.
- Children are given answer sheets or use Success Criteria to ensure accuracy
- of marking.
- When work is self-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.
- Self-assessment in writing may need to be heavily scaffolded for the focus of the lesson.
- Children will also use learning objectives slips to self assess how well they achieved against the learning objectives, this will also show progression throughout the lesson.

11.05.21 - Literacy - Relative clause	
	I can identify the punctuation used in relative clauses
	I can explain if a relative clause has been used effectively
	I can give advice to a writer
<b>Challenge:</b> Can relative clauses be placed anywhere in a sentence? Prove it!	



### **Peer-assessment**

- Peer assessment should be highly focused on the learning point for that lesson or the year group non negotiables.
- It should be heavily scaffolded across all subjects and children need to be taught how to peer assess.
- Children should initial peer-marked work to form part of assessment opportunity and to help identify misconceptions that may arise during peer-assessment.
- Regular checks should be made to make sure children are peer-assessed accurately.

### **Knowledge Organisers**

- Knowledge Organisers are used in Foundation Subjects to highlight the learning journey and the important vocabulary, knowledge and concepts to be taught to ensure progression. They are used to support teacher assessment and pupil reflection.

### **Mastery Bubbles**

- These are used for children to demonstrate deeper understanding of a concept. Children choose from 11 bubbles which use mastery sentence stems to help children frame their knowledge and show a depth of knowledge (see appendix 5)

### **Assessment**

- We make use of regular, low level testing as well as summative assessment to enable teachers to forensically investigate children's misconceptions and effectively teach gaps in their learning. This enables teaching to be dynamic and diagnostic and means that the curriculum is catered to individual year groups and children's needs.
- Assessment data in maths, reading and phonics is reviewed throughout the year to inform interventions and to also ensure that provision remains well-informed to enable optimum progress and achievement.





End of year data is used to measure the extent to which attainment gaps for individuals and identified groups of learners are being closed. This data is used to inform whole school and subject development priorities for the next school year.

## **EYFS**

- Most feedback in EYFS is verbal and noted in children's books and on Tapestry.
- Tapestry is used to capture learning and observations of children with pictures and annotations. This allows the EYFS staff to demonstrate the rich conversations shared with the students which may not always be seen in books. These observations are shared with parents so that they can have a deeper understanding of their children's learning. They are also used to document the children's learning progress throughout the year which allows EYFS staff to accurately assess children's progress.
- Where written work is being completed, a red pen is used to correct misconceptions and moving on comments are verbally given. Green pen is used toward the end of EYFS stage to support the transition to KS1.

### Literacy and Maths books

- The Literacy and Maths books are used to record adult-initiated pieces of work. Entries into this book will be weekly and the work will be linked to the focus of the learning that week. These books are a way of tracking a child's progress in their Literacy and Maths skills over the year. These books, as with Learning Journeys, will be regularly shared with parents.



## Appendix 1

Taken from EEF report 'Teacher Feedback to Improve Pupil Learning' (June 2021)





## Appendix 2a

### KS1 Marking Code

#### Marking Codes

##### All teachers to use red pen

##### 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. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In order for children to know if they have been successful or may require further support the following codes will be used:

😊 Indicates the child has achieved the learning objective.

VF Indicates the child has had verbal feedback to then improve (in green pencil)

✓ Indicates the child is correct.

● Indicates the child is incorrect

SP Next to incorrectly spelt word

Not all spellings need to be corrected. Teacher judgement should be used and would normally be linked to the age expected spellings/vocabulary for the year group or level of ability of the individual child.



## Appendix 2b

### KS2 Marking Code

#### Marking Codes

##### All teachers to use red pen

##### In Key Stage 2:

Written marking and comments should be used where meaningful guidance can be offered when 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. (Fed back to the children at the beginning of the next lesson e.g. crib sheet).

In order for children to know if they have been successful or may require further support the following codes may be used:

😊 Indicates the child has achieved the learning objective.

✓ Indicates the child is correct.

● Indicates the child is incorrect.

? – Indicates the work is unclear and must be addressed.

## Appendix 2c

### Marking Codes for Extended Writing

#### Literacy only-For extended writing pieces:

**SP** next to incorrect word (Years 3 and 4)

**SP** in margin (Years 5 and 6)

**P** next to incorrect punctuation (Years 3 and 4)

**P** in margin (Years 5 and 6)

Not all spellings need to be corrected. Teacher judgement should be used and would normally be linked to the age expected spellings/vocabulary for the year group or level of ability of the individual child.

**PA- Peer Assessment (green pen)** against the SC using the two ticks and ladder approach.

**SA- Self assessment (green pen)** against the SC using the two ticks and ladder approach.



### Appendix 3

#### Red Box Follow Up Tasks

#### Responding To Marking

### Appendix 4

#### Live Marking Question Stems

#### **Live Marking Question Stems**

What might happen if...?  
Will this always, sometimes, never happen...?  
How do you know...?  
Can you prove it by...?  
Can you show me a different method...?  
Does this make sense? Why/why not?  
Is this the same as...?



## Appendix 5

### Mastery Bubbles-example.

A mindful  
mistake!

Can you answer one of today's  
questions incorrectly then explain why  
somebody may have made that  
mistake?