

GREAT SANKEY PRIMARY SCHOOL



Together We Learn and Grow

FEEDBACK POLICY SEPTEMBER 2024

Version	Date	Action
1	July 2016 for Sept 2016	Review and amendments made to policy, adopted by Governors during Summer gobs 2016.
2	March 2017	Policy reviewed and amendments made in consultation with SLT & workforce reform doc.
3	Jan 2018	Policy reviewed as a whole staff and amendments made in consultation with SLT.
4	Oct 2018	Policy reviewed by SLT in consultation with staff.
5.	Sept 2019	Reviewed and updated in consultation with staff.
6.	Sept 2020	Reviewed and updated in consultation with staff.
7.	Sept 2021	Reviewed and updated following COVID and CPD in consultation with SLT and staff. Amendments made to provide further guidance around 'Live Marking' / Conferencing.
8.	Sept 2022	Policy Reviewed following consultation with staff meeting in Autumn term.
9.	Sept 2023	Policy Reviewed – staff consultation to take place during Autumn of 2023.
10.	Sept 2024	Policy review following consultation with staff In Summer term 2023/4

Introduction

At Great Sankey Primary School, we believe that the most effective form of marking and feedback happens in the moment and through 'live marking', where the child is present. For this reason, most of the marking and feedback should happen within lesson time. We recognise that some feedback will take place as part of guided or fluid intervention and that for writing, more detailed feedback will need to be given to address any errors in basic skills so that children can action these. At Great Sankey Primary School, we believe in a strong work-life balance for teachers and as such, this policy should empower staff to not have to mark at length at the end of a school day or to have to regularly take books home with them.

Much educational research identifies that effective feedback is a hugely powerful factor in improving learning and progress. It has shown that following effective feedback, the speed of learning doubles. Marking and feedback should always be **meaningful**, **manageable** and **motivating**. Quality feedback not only encourages the children to work hard and develop, it also enables teachers to focus on how to improve the learning of the individual children and supports in their planning and delivery.

Guidance within this policy focusses on the feedback which promotes progress and provides standardisation and consistency of practice throughout our school, promoting self-esteem and helping children to value their own work. The implementation of this policy is the responsibility of all staff.

Rationale

Feedback is a central part of a teacher's role and can be integral to progress and attainment. Through careful feedback, we are able to assess what children have learnt, how they have learnt and what their strengths and areas for development are. Responding to children's work, through constructive feedback acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

All responses to children's work, whether written or verbal should motivate children to learn and progress to the full extent of their individual capability. We aim to mark positively to raise self-esteem, but also recognise that it is not always helpful to be over effusive as this does not move the learning on. We also allow for self and peer-assessment where the child can recognise their strengths, difficulties and mistakes and accept guidance from their peers. At Great Sankey Primary School, we aim to provide a feedback system that is caring, positive and consistent.

Aims & Principles

Great Sankey Primary School's feedback policy aims to promote consistent and high standards of feedback and is linked to the three key principles set out in the most recent EEF research:

- Teachers should lay the foundations for effective feedback with high-quality initial teaching that includes careful formative assessment.
- Teachers should deliver appropriately timed feedback which focuses on moving learning forward, ensuring that there is a focus on the development of literacy and vocabulary skills across subjects.
- Teachers should plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered using their purple pens.

There must be a commonality of approach to ensure that in all subjects, across all attainment ranges, children are given the same opportunities to maximise their learning and achievement.

Teachers should plan to provide a greater volume of feedback on extended pieces of writing. There should be one piece of detailed feedback per unit and children must be encouraged to address errors in literacy and basic skills. When a child receives written feedback on an identified key piece of work, there is an expectation that they will reflect and act on feedback using the 'purple pen' approach as failure to address misconceptions can lead to children embedding these into future work.

Teachers should use the class visualiser, where appropriate, in order to demonstrate how further progress can be made in a lesson, pupils will be able to improve their own work accordingly acting on the advice and modelling from the teacher.

Forms of Feedback

At GSP we recognise that a variety of feedback strategies should be used on a daily basis to support the learning of our children. All written comments made by staff are expected to be neat and legible, setting the standard for presentation for pupils.

Verbal Feedback & Live 'Dot' Marking:

Adults talk to children about how they have met the learning intention and their success criteria. Through discussion, teachers will correct any misunderstandings and extend learning by giving next steps advice. Children of all ages need verbal feedback, but this is particularly important in the early years, Y1 and some SEN pupils who are unable to read a written comment. See appendix item for the five strands to effective 'feedback' and live feedback within the lesson.

- Verbal feedback is the most frequent form of feedback
- It has immediacy and relevance as it leads to direct action from the child
- Verbal feedback may well be directed to individuals or groups; these may or may not be formally planned
- School based pupil voice conducted in 2021 showed that verbal feedback was highly valued by all cohorts, particularly lower ability learners.

Peer Feedback:

This is shown by research to be one of the most effective modes of feedback. Peer assessment should be adapted to reflect the age and ability of the children. This can take a written or verbal form (see Guide to Peer Assessment).

- Effective peer feedback is rigorously structured and modelled by the teacher
- Written peer feedback should be clearly indicated as 'Peer Feedback' e.g. 'peer marked by...'
- Verbal peer feedback can also be given as this can be more appropriate for younger pupils, but again must be modelled
- Children need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.

William Glasser's 95% rule applies;

'We learn...10% of what we read...20% of what we hear...30% of what we see...50% of what we see and hear...70% of what we discuss...80% of what we experience...95% of what we teach others.'

Group feedback:


Group feedback, if delivered well, can be used to help children to reflect on their learning. Using clear guidelines, led by the teacher, children can self-assess their work. Group feedback, can significantly reduce teacher workload and if used well and appropriately be used as part of the 'purple pen reflection time.'

Marking Spelling

For children to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. **Errors in basic skills must be addressed in all subjects so that children are not embedding misconceptions across their written work.**

It is not expected that every single misspelt word is highlighted for correction as this can be demoralising. In order to decrease the amount of spelling errors, pupils should be encouraged to use word mats, working walls with relevant vocabulary displayed, 'Have a Go' pads as well as dictionaries (dependent on age and ability). Staff will identify age appropriate statutory words, taught spelling patterns, key curriculum vocabulary and words accessible to them in their learning environment within the piece and mark accordingly.

The marking of spelling throughout school is progressive and specific to individual children's ability and understanding. The process is as follows:

- The incorrect spelling is identified and corrected by the adult. The child then has to write the word correctly three times. *(This process is aimed at most Y1, some Y2 and some SEN pupils)*
- As the child becomes a more competent speller, the adult will indicate the misspelt word within the sentence, through the use of  symbol written above the incorrect word. The child will then need to independently access relevant resources in order to self-correct. *(This process is aimed at some Y2 and some SEN pupils)*

- With maturity, a developing understanding and experience as a writer, the adult will indicate that there is a misspelt word somewhere on that line by using (Sp) in the margin. *(This process is aimed at most LKS2 and some lower attaining / SEN pupils in UKS2)*
- The above will then be developed by the adult indicating one or more spellings are incorrect within the paragraph. *(This process is aimed at the majority of UKS2 pupils)*

Marking Punctuation

As with spelling, our approach to the marking of punctuation is progressive and specific to individual children's ability and understanding. Before handing in work for marking, children will be encouraged to self-edit punctuation in purple pen. The process is as follows:

- The incorrect punctuation is ringed by the adult where it is needed in the sentence and the child corrects it. *(This process is aimed at most Y1, some Y2 and some SEN pupils)*
- As the child becomes more experienced in the use of punctuation, the adult will indicate the lack of punctuation within the sentence, through the use of the (P) symbol in the margin. This symbol can contain which punctuation type is missing eg a full stop within the circle that is what is missing. *(This process is aimed at some Y2, most LKS2 and some lower attaining / SEN pupils in UKS2)*
- The above will then be developed, by the adult indicating one or more punctuation errors within the paragraph by using the (D) symbol only. *(This process is aimed at most UKS2 pupils. Those with SEN or those who are lower attaining may need more specific indicators within the symbol – see above statement).*

*** For moderated/independent pieces of writing, there will be an expectation that the child will independently seek to improve their spellings and punctuation using relevant resources, without adult intervention.**

Moderated pieces of writing

To ensure that the writing which is put forward for moderation at the end of each key stage is truly independent, pupils will be encouraged to edit and improve their own work and that of their peers (where appropriate) using any relevant materials on the working wall, in their books and on word mats. Once this process has been completed, the teacher must then acknowledge the effort put into the piece by writing a positive comment. If points for improvement are made in the teacher marking and acted upon by the pupil, these points cannot be deemed as truly independent. Where the piece of writing goes over into a series of lessons, it is expected that timely feedback is given on each part of the children's work so that they are not over faced with editing an entire piece of writing once it is finished.

Overview for Maths:

- Pencil is to always be used for mathematics work.
- For mathematics work, all children will write the digital date.
- Children from Y4 onwards will also write the date in Roman numerals.
- Date and learning objective (title) will be underlined.
- Children should use the 'one digit, one square' rule when completing mathematics work to ensure clear numbers and spacing.
- Mistakes are ideally to be crossed out with one line through, rather than the use of a rubber.
- Correct work to be acknowledged through a tick and / or a positive comment as highlighted in the marking code.
- Mistakes should be identified by dotting or circling, not by a cross and comments should offer support and teaching points.
- Reversed digits should always be identified.
- Place value mistakes should always be corrected.
- Technical vocabulary spelling errors should always be corrected (subtraction, addition etc).
- Nomination of units should be used (e.g. 45cm, 45kg).
- Neat presentation should always be encouraged and reflective in the handwriting and comments made by the teacher.

EYFS and feedback

In Nursery and Reception, the teachers focus on giving oral feedback to the children, they may also write a comment with the child. Marking is in green pen in line with the rest of the school. Staff annotate the work as part of the process of gathering information for EYFS. Staff pick up letter and number formation and misspelt high frequency words and address these with the pupil.

Monitoring

The SLT and curriculum leaders will ensure that these guidelines are being used consistently throughout school by carrying out regular monitoring. Occasionally this scrutiny may also be carried out through external monitoring. This is to ensure that feedback is having a positive impact on children's learning and the children are acting upon prompts. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. The Governing Body will monitor the implementation of the policy.

Equal Opportunities

Great Sankey Primary School is committed to promoting equality of opportunity in all aspects of school life, based on the understanding that all people are different but equal. We seek to address any issues of race, gender, culture and religion.

Reviewing this policy.










This policy will be reviewed annually or as necessary.

Appendices

- *Teacher's & Children's marking code.*
- *Guide to peer assessment*
- *Guidelines for feedback*
- *EEF Feedback principles*

Tom Gawne, Deputy Headteacher, 2024

Great Sankey Primary School
Feedback Policy – Teachers’ Guide

	Next steps. Child should be given a challenge/ problem/question etc to further develop their understanding of the objective where appropriate. This can also indicate an area within the piece which needs addressing. This will not be used on every piece of work.
	Child needed additional support beyond expected classroom guidance and that of their peers.
	Child completed their task independently without any additional guidance and support. This is to be used on moderated pieces of work only.
	House point is awarded for the piece of work.
	This code will progressively be used to indicate spelling errors.
	This code will be used progressively to indicate where punctuation is required or has been misused.
	Line break. A new line or paragraph is needed.
	The underlined part of the sentence doesn't make sense or is illegible. The child needs to independently edit and improve it.
	This symbol may be used before a positive comment regarding the piece of work.

GSP Feedback Code



What I have done well.



I have spelt a word incorrectly and need to correct it.



I am missing punctuation or haven't used it correctly.



I need to go back and check my work makes sense on this line.



I need to use a new line or paragraph.



I have a challenge to answer or need to do something to improve my work.



I completed the piece of writing independently.




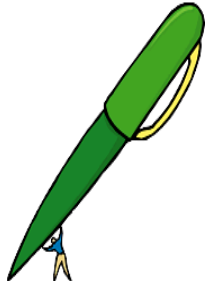
I had support to complete all or some of my work



I have received a House Point for my work

A Short Guide to Peer Assessment (KS2)

The use of the class visualiser is a valuable tool for the teacher to use to model successful and effective peer assessment to the pupils.

<p>1. Identify the strengths of the piece of work</p> 	<ul style="list-style-type: none">• What was good about it?• Can you find an example where the work met the success criteria?• Can you find evidence of things on the checklist?
<p>2. Move onto an area for development</p>	<ul style="list-style-type: none">• What could make this piece of work even better?
<p>3. Try to make your comments descriptive</p> 	<ul style="list-style-type: none">• You have used some amazing vocabulary, such as ...• I like the time connectives you used, such as ...• I like your extended sentences. <p>NOT - Your writing is really good.</p>
<p>4. Make sure your writing is neat and your feedback is clear to understand</p>	<ul style="list-style-type: none">• Think carefully before you write a comment• Use your very best handwriting
<p><u>Always</u> thank the person for letting you read their work and letting you write a comment.</p>	

Guidelines for Feedback



Questioning

Questioning is at the forefront of formative assessment. It is the key tool in responsive teaching and Rosenshine's principles of effective instruction show that effective teachers ask more questions from students in greater depth; they check for understanding, involve all learners, explore thinking processes and misconceptions and interrogate for correct answers. Questioning can take different forms and we promote the following strategies:

Cold Call: This is a 'no hands up' approach that keeps all pupils engaged. This makes feedback meaningful so that teaching is responsive to pupils' needs and levels of understanding.

No Opt Out: This allows teachers to return to pupils who get an answer wrong so they can show their understanding. It can also be used to engage pupils who refuse to answer to help establish a culture of learning.

Think, Pair, Share: This allows pupils to engage in a structured discussion that provides an opportunity to think generatively, share ideas and rehearse answers.

Whole Class Response: This allows the teacher to access responses from each and every pupil in order to get an overview of class understanding.

Say It Again, Better: This allows teachers to set expectations for verbal responses and [pupils to develop greater levels of access by adding depth, accuracy or sophistication to their initial answers. It can also be used to develop grammar.

Probing: By asking multiple, linked questions to a few pupils, teachers can promote deep thinking and allow pupils to make connections.

Process Questions: By seeking out the 'why' and 'how', teachers can develop pupil's metacognition, deepen their understanding and help them to evaluate their responses.

Hinge Questions: These are key questions that allow the teacher to know whether a teaching point needs to be developed or the class is ready to move on.

These questioning strategies are often used in combination. For example, a 'probing' question may be followed by a wider checking for understanding style question.

Circulate

While pupils work, the teacher (and other available adults) will circulate the room to monitor pupils' responses. During this time, adults can address mistakes (dot mark the mistake for pupils immediately) and find examples of errors that they can use as a discussion point to develop learning or address misconceptions. Any corrections should be corrected with a purple editing pen.

Showcase

Pupils' work is displayed via a visualiser, digital device or the promethean app in order to discuss its merits or any areas for development it may contain. Editing that follows 'showcasing' should be completed in the pupils purple pen and areas for improvement should be modelled by the teacher.

It is important to note that a positive classroom culture should be developed to ensure pupils feel safe and build resilience. Pupils should understand that mistakes happen when learning new things and that they are an important aspect of the learning journey.

Reflect

Pupils may use success criteria or a WAGOLL to reflect upon their own work or that of their peers. Any editing that comes from whole class discussions, interjections, peer, self or next step challenges will be completed in a purple 'editing pen'.

To support with these practices, lessons should be planned and broken into cohesive chunks that allow opportunity for editing.

Guidelines for Feedback - Summary

The following agreed procedures for correcting children's work should be implemented by all staff:

- Teachers (and Teaching Assistants where appropriate) should provide individual feedback to children.
- Written feedback should be completed in green ink.
- Marking, where appropriate, should be in relation to what the child has done well according to the curriculum focus.
- Written comments should be succinct and clear, thus saving time for the teacher and enabling the child to quickly establish what they need to do to develop their work. The focus should be on the learning.
- Verbal feedback may be given instead of a written comment.
- Teachers should plan to provide a greater volume of feedback on extended pieces of writing which demonstrates the strengths of the piece and areas for development. There should be one piece of detailed feedback per unit. When a child receives written feedback on an identified key piece of work, there is an expectation that they will reflect and act on feedback using the 'purple pen' approach.
- There should be evidence of marking 'within' a piece of work, not just a final comment at the end. For longer pieces of writing, teachers should plan to provide a greater volume of feedback. This should be followed by direct reflection time for the child to enable them to improve and respond to the comments made.
- Feedback can also be done with an individual or with a group of children as part of their guided work, within the lesson.
- Work should not be marked during teaching time if the only purpose is to complete marking as a teacher task.
- Self-editing and / or peer editing should be done before the child hands in the work to be marked by the teacher so that errors can be corrected and improvements made.
- Pieces of independent writing being put forward for moderation purposes must contain minimal marking. Points within the piece of writing which have been improved due to indication from the teacher through the use of spelling and / or punctuation marking symbols or through guidance on how to improve a sentence cannot be deemed as truly independent. Therefore, these areas cannot be taken into account in the moderation of that piece. Pupils are encouraged to independently edit and improve their writing.
- Planned time should be given to reflect and act on the feedback given as necessary. Children should use purple pens to show their responses. There is an expectation that this will be evident in longer pieces of writing for a more quality response.
- Any corrections should support the child's learning and it should be remembered that too many can overwhelm or demoralise the child.
- Any concepts that are persistently misunderstood need to be recorded by the teacher and explained personally.
- Where a large proportion of the class have misunderstood a concept, this should be planned into the next teaching session.
- It is important that children are not afraid to make mistakes and see this as a way of improving their work. Mistakes should ideally be crossed out neatly with one line through them. For best work and final pieces, rubbers may be used.
- It is expected that supply teachers mark children's work and this should be indicated accordingly.
- We should never accept work of a poor standard.
- The marking code should be clearly displayed around every classroom.
- The purpose of using code **S** and/or **I** is:
 - children with specific learning difficulties.
 - group or 1 to 1 work.
 - moderation.

All above are aimed at informing the teacher to ascertain a child's understanding and determine next steps. It is not expected that these codes will be used on every piece of work. There may also be the need for further annotation of work by the teacher / TA to indicate the level of support given in the lesson.

Principles

1

Lay the foundations for effective feedback



- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

2

Deliver appropriately timed feedback that focuses on moving learning forward



- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual *pupil*, and the collective understanding of the class.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

3

Plan for how pupils will receive and use feedback



- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.