

BARKISLAND CE VA PRIMARY SCHOOL

FEEDBACK ON LEARNING POLICY



Rationale

A crucial part of enabling children to learn and make progress, is responding effectively to their work.

As a school, we have looked closely at the findings detailed in the document 'Eliminating unnecessary workload around marking – report of the Independent Teacher Workload Review Group, March 2016'

In summary, the research found that:

- Written feedback on pupils' work has become disproportionately valued by schools and an unnecessary burden for teachers.
- The quantity of the feedback should not be confused with the quality – the quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.
- There is no one-size fits all approach to effective feedback. School staff need to decide and focus on what is best for their pupils, circumstances, lessons and learning approaches.
- All feedback should be meaningful, manageable and motivating.

We have also taken into consideration the details within the Education Endowment Foundation's (EEF) research paper - A Marked Improvement? A review of the evidence on written marking – April 2016 to formulate this policy and practices within our school.

Aims

Through the implementation of our feedback policy:

- Teaching staff will use a variety of feedback approaches to respond incisively to pupils' work;
- Feedback and support from teaching staff is timely and provides guidance on how to improve;
- Teaching staff will use their time effectively to provide learning opportunities to promote successful learning and progress;
- Pupils will be given regular time to consider and implement the feedback given to improve their work;
- Pupils will be eager to improve their learning and support their peers to improve, making the most of the opportunities given;
- Pupils will be adept at assessing their own and the work of their peers;
- Pupils will make appropriate progress within the whole curriculum.



Implementation

Feedback will take a variety of forms, but overall, it will be meaningful, manageable and motivating.

Meaningful

Marking and feedback varies by age group, subject, and what works best for the pupil and teaching staff in relation to any particular piece of work. Teaching staff are encouraged to adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable

Marking and feedback practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating

Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Types of Feedback

We have developed marking keys for year groupings which explains the meanings of stamps and symbols. These keys should be displayed in the classroom as a minimum and may also be stuck into pupil books for ease of reference.

These keys are found in the appendix of this policy. They differ for different age ranges and teaching approaches.

Verbal Feedback

This type of feedback will be used with individual pupils, small groups and whole class groups where appropriate. It will focus on the positive aspects of pupils' work and the areas needed to improve. Evidence of response to this feedback will be seen in proofreading, editing/correcting alongside subsequent work. There is no need for verbal feedback to be written down in pupil books.

Verbal feedback may also be in the form of questioning and probing between the adult and pupil/s. Much of this feedback will take place naturally during the development of lessons and teaching sequences and also via support and guidance from adults working in the class.

Written Feedback

Written feedback will enable the pupil to quickly identify their success and areas for improvement. It is not expected that written feedback will be lengthy or in much detail. Staff may use symbols and highlighters to identify varying aspects of pupils' work.

The Education Endowment Foundation's (EEF) research paper – A Marked Improvement? A review of the evidence on written marking – April 2016, state that 'The quality of existing evidence focussed specifically on written marking is low.'

Staff will use codes which relate to our target card systems to demonstrate progress towards year groups objectives e.g. G7 yellow, will indicate that a pupil has attained the objective G7, within the expected level.

Self-Assessment

Pupils will have opportunities to self-assess their work across a range of subjects. This may be in the form of proofreading, editing, or redrafting. Assessing their own work against learning objectives and success criteria may also form aspects of self-assessment. There may also be times where pupils are given the answers to their work and they are able to mark their own work, for example, in Mathematics.

Self-assessment is an important aspect of a pupil's learning journey, where they become increasingly skilled in identifying their successes and areas to develop further. Effective self-assessment generates a culture of self-improvement, reflection and progress are prevalent.

As a school, we use a strategy known as IOS (Improve our Spelling). Pupils are encouraged to underline any words that they are unsure of the spelling when writing, i.e. words where the pupil has had to think momentarily about how to spell a word or when pupils believe a spelling to be incorrect. This enables children's writing to be uninterrupted and promotes the flow of the writing without thinking heavily on spellings. Pupils are then expected to use an orange pen to correct / check spellings of which they were unsure of.

Further details regarding this can be found within the IOS policy.

Peer Assessment

Pupils will have opportunities to assess the work of their peers. This could be via dialogue, written feedback, assessing against a marking grid, marking answers etc. Peer assessment enables pupils to identify aspects of successful learning and areas to develop in the work of others and then, at times, support others to improve.

'Self and peer assessment are important aspects of assessment for learning practice. Assessing their own work or that of others can help pupils develop their understanding of learning objectives and success criteria. Research has shown that pupils make more progress when they are actively involved in their own learning and assessment.' NFER 2012

Using the information and feedback strategically

Once staff have reviewed the work of pupils, this information will feed directly into the next session.

Common misconceptions or errors will be identified by the teacher and highlighted to the pupils. This may be via specific teaching and consolidation of an aspect, looking at a good example of a piece of work, looking at a piece of work with some errors / development needed.

Written feedback in pupils' books will not necessarily show detail individually. This strategic, minimal marking approach will replace this.

This may be completed as a whole class or in smaller groups – whichever is deemed to be most appropriate to develop the learning further.

Pupils will be given time to review their work if needed based

It is expected however, that teaching focuses may be adjusted as a result of pupil outcomes irrespective of the types of feedback given and used.

KS1 Marking Ladder	
	Thumb stamp-You have achieved the lesson objective.
	Green star- You have achieved the lesson objective in full- Great work.
	Orange star- You have achieved the lesson objective - Ok work.
	Red star- Lesson objective not achieved.
	Wish-Something that I wish you would do/ a little reminder.
	Next step- Something that you need to do as soon as you see the next step stamp.
	Target- You have achieved a target.
I	Independent- You have worked independently.
AS	Adult supported- You have had help from an adult.
HP	HP- House point. I will have written how many house points you can have.

Year 3 and Year 4's Marking Policy

Correct ✓

Incorrect •



You have met the learning objective.

This was super about your work.



This would make your work even better.

This is the next step in your learning.



Correct this error by finding the correct spelling

Copy the incorrect spelling three times.

word



Have another look at this.

e.g.

(Y4) Please give an example.



This section needs to be looked at again.

Follow the clues to improve it.



Amazing! Go and get a merit.

Target met.

■ (Y3) I am impressed with this element of your work

Class 5 and 6 Marking Scheme



NOT YET...



You have met the learning objective

You need to do this to meet the objective

✓ Correct

 Excellent example

• Incorrect

 Y5 Spelling Mistake (Please correct and put in IOS book)

sp (Y6) Spelling Mistake (Please correct and put in IOS book)



(Y6) Something you need to improve

△ Something is missing

? This doesn't make sense, please explain

e.g. Please give an example

// New paragraph

THINK PINK BOX

If a section of your work has a pink box, I would like you to re-draft and edit it, to make improvements.

Put the title 'Better in Blue'

Challenge: The number in the box tells you the number of mistakes; can you work out what they are?

Your re-drafted work will have the following code:

- + Improved
- = The same
- Unimproved

In Year 6, there will be very little marking within the text for your writing. This is because it is important that you become an independent writer and are able to identify where you need to improve.

