



Byfield School Feedback

Author	D. Hibbert
Headteacher	D. Hibbert
Chair of Governors	A. Craciun
Publication date	September 2021
Review date	September 2024

1 - Philosophy and Aims

The aim of this policy is to enable children to become reflective learners and make good progress and are proud of their work. We believe feedback (and marking) should provide be constructive to every child, focusing on success and improvement needs against learning intentions. There is a clear difference between marking and feedback. Marking is the process of putting marks on the children's work. Feedback can take many different forms – one of which is marking, but all forms of feedback should have the same 5 goals – our principles for feedback.

Principles for Feedback across the school

Feedback has five purposes:

1. To help pupils understand what they have done well

To ensure pupils cement their knowledge, they need to know both what they have done well and the reasons why it was successful. Positive feedback not only contributes to accelerated learning, but supports children's self-esteem.

2. To help pupils understand how to improve

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, steps and example prompts, as appropriate to help pupils to understand. This may be done through comments, questions, discussions or diagrams that help pupils to understand.

3. To help pupils make visible signs of improvement as a result of feedback

Without visible signs of progress emerging from feedback, there are no signs of effectiveness. Teachers and Teaching Assistants should ensure time is given to act upon the guidance so that pupils can make immediate improvements.

4. Support teachers' assessment knowledge of each pupil

To ensure teachers have an accurate picture of pupils' knowledge and understanding, to plan and refine next steps in learning.

5. Benefits children's self-esteem and motivates them to be better learners

Whilst giving feedback to children, the emotional impact of this marking and feedback upon the children needs to be considered. This means that there should not be too many next steps, comments next steps are to be written so they are constructive and children need to be giving specific praise. There may be times when teachers' marking will focus only on giving concise praise for effort or attainment- focusing only on the positives.

The five purposes of feedback should be evident in **all classes** in **all subjects** throughout the school. Not every piece of work will be 'deep marked' although every piece of work will be looked at and acknowledged by the teacher. Feedback will be given when there will be educational benefits. Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Sometimes feedback could be individual, other times to groups who whole classes. Each time, the five purposes of marking and feedback should be incorporated.

Feedback should:

- Only be given when it has an educational benefit to the child, for example:
 - Address misconceptions,
 - Consolidate skills,
 - Deepen understanding,
 - Give opportunities to apply learning to new context,
 - Reflect or evaluate learning,
- Relate to the learning intentions which are shared with the pupils
- Involve all adults working in the classroom
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the process
- If applicable, link to previous work
- Inform future planning and individual target setting.
- Be evident in books across a range of lessons, that due to teacher intervention, a child has made progress.

Feedback should not:

- Be secretarial – improving the work for the children.
- Be for anyone else apart from the children
- Be too much or too hard for the child to be successful, so the key next steps are accurate and clear.
- Be given as a task which doesn't make best use of time or move learning on, for example
 - A task too easy or hard for a child
 - A task which will be the next lesson and covered anyway
 - A task which child doesn't have time to complete

2- Non-negotiable Procedures for Marking

- When appropriate, marking is to be carried out using green pen.
- All marking is to be done in a clear legible hand aligned to the school handwriting script.
- The marking code is to be followed. (see Appendix 1)
- The marking code should be accessible to all pupils in the learning environment.
- All work should be acknowledged by the Teacher or Support Staff
- All next step comments must be responded to by the pupil

3 - Procedures in Greater Detail

Time:

Effective Feedback is listed by the Sutton Trust (*Toolkit of Strategies to Improve Learning, Professor Steve Higgins, Durham University, Dr Dimitra Kokotsaki and Professor Robert Coe, CEM Centre, Durham University, May 2011*) as the most effective method of improve pupil outcomes. As such, pupils must be given time to understand feedback comments and respond to feedback.

- Time must be provided daily for pupils to respond to feedback.
- Effective feedback teaches children to reflect how they were successful and how to be more successful, time is also given in lessons to allow children to develop these skills – through self-correction, peer correction, group correction, and working in individually and with others to edit work. (also listed in the Sutton

Trust toolkit, was collaborative learning and peer tutoring as some of the highest rated methods of accelerating progress)

Teachers Marking Colours

Green Pen – to show pupils what they need to improve on. (Green for Growth).

Blue Pen – to show that the work was marked by a supply teacher, who doesn't have the same assessment knowledge of the children as the class teacher.

Pink/Purple Pen – the pupil's 'Purple Polishing Pens' are the pens children use to improve their work – to show visible signs of improvement.

Different Approaches to Feedback

Feedback can take several different shapes and forms – staff are encouraged to pick the form which best supports the 5 principles of feedback – understand what they have done well, understand how to improve, edit their work to make improvements, support teacher assessment and support self-esteem or motivate. Feedback shouldn't only be provided to children in a written form – as this does not always support the 5 steps and can often contribute to an increase of teacher's workload. Staff are encouraged to give whole class feedback, give verbal feedback in groups, make positive use of self and peer assessment and use key word marking rather than full written responses. Please refer to Appendix 4 for feedback models we support and Appendix 5 for guidance on different marking strategies.

Secretarial features

Secretarial skills are a small part of marking and feedback – but it is vital they are picked up– not just in writing books, but across all subjects. Spelling, punctuation, and grammar should not be over-marked in every piece of writing. Corrections of secretarial should focus on the children's next step. As children should make changes to every spelling and grammar mistake identified through marking – it is important that only the errors of the correct age and stage are identified to be corrected. Pupils should try to self-improve the secretarial features during the plenary time.

Spelling

Spelling corrections must be the next step of learning for a child and age and stage appropriate. Focus on High Frequency words first, then learnt phonics sounds, then learnt spelling patterns. When children are effective spellers, they must be given chance to find their own mistakes and underline them before an adult marks.

To mark incorrect spellings identified as next step: Word is underlined in child's writing which is spelt incorrectly, and S is written. Then, in the margin or at the bottom of the page, this word is rewritten, with just the part of the word which is spelt incorrectly underlined. In purple polishing pen, the pupil overwrites the letters which need correcting, writes the full word three times underneath the teacher's correction.

Punctuation and Grammar

Errors are underlined in Green Pen and given the symbol **P** (unless given more able challenge). Corrections are made using the Guidance type from deep marking.

Example	Corrected for them by teacher, best to be done as verbal feedback with the child.
Steps	Told where the mistake is, and what needs to be done in order for them to correct it.

	<i>You have missed out commas in a list. First read the sentence out loud, Second think which are the different items in the list. Third put commas in between the first three items, but not before the and.</i>
Reminder	Told what the error is, or where the error is. <i>Read this sentence – can you include commas?</i>
Challenge	Not told what the mistake is – teacher doesn't underline mistake either or tell children exactly where the mistake is. However challenged to self-check for punctuation. Can you correct the punctuation in your second paragraph?

4 – Role of other adults supporting

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. Supply teachers will be expected to mark in blue pen.

Students in school are required to follow this policy as appropriate, by using understanding the marking codes, and responding to marking in the purple polishing pen.

5 Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate.

It is the responsibility of the Headteacher to liaise with the Subject Leaders and to feed back to Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

6. Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

7. SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in

an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Support Agreement as required.

8. Monitoring and Evaluation

Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the three purposes of marking and feedback are of a consistently high quality throughout the school, and that individual target setting protocols are being complied with.

Monitoring and review

This policy will be monitored on a regular basis by the Headteacher and will be reviewed bi-annually in line with other policies for teaching and learning.

APPENDIX A

Agreed marking codes

Marking Code



These are your best bits.



Underlined

This is a mistake.

This needs to be made better.



This is your next step



Look at this part of your work!

Underlined **P**

Check your punctuation

Underlined **S**

Check your spelling.

Overwrite the sound

Underlined

Copy the correct spelling three times.

Ticking the Learning



STOP

I need to look at this again.



Getting Ready

I need a bit more practice



GO! GO! GO!

I am ready for the next challenge

Appendix B- Examples of feedback prompts requesting response.

<u>Writing Prompts</u>	<u>Maths Prompts</u>
Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add... (your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these... (extension questions/Consolidation questions)
	If the answer was What could the question be?
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence? Could you write this more efficiently? What could you trim?	Can you find a quicker way of doing this?
Finish this sentence:	Finish this sentence: (Explaining work)
Fill in the blanks:	Fill in the blanks: ($\square 2 + \square 6 = 6\square$)
Highlight the sentence where you have used... (adverbial phrases, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding	
Tell me 1/2/3 reasons why I should give you a House Point for this work.	Tell me 1/2/3 reasons why I should give you a House Point for this work.

Tell me ... that have ...? (Tell me two sentences that have adverbials.)	Tell me ... that have ...? (Tell me two numbers that have a difference of 12.)
What ... would you use to...? (What word would you use show me what the character is feeling?)	What ... would you use to...? (What unit would you use to measure the width of the table?)
What is another ... (Connective that makes sense. Sentence to shows how the caterpillar moved.)	What is another ... (method that might have worked?)
Show me how you think this sentence would work with ... (adverbials/connectives/ adjectives)	Show me how you think this will work with ... (other numbers/3 digit numbers?)
Show me how you could write it with ... (adverbials, connectives, punctuation?)	Show me how you could do it with ... (simpler numbers, fewer numbers, using a number line?)
What would happen if...? (Your character wasn't brave? It was set in a forest?)	What would happen if...? (What would happen if you started with 52? You couldn't use square numbers?)
What new words today? What do they mean?	What new words today? What do they mean? What maths words also mean...?
	Would it work with different numbers?
What if you could only use...? (Short sentences, complex sentences, The adjectives for sight and sound?)	What if you could only use ...? (Multiples of 5, 3 digit numbers, numbers less than 0?)
What if you could not use...? (Short sentences, simple sentences, the adjectives for sight?)	What if you could not use...? (Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?)

Appendix D – Feedback strategies we promote

- Key Word Marking during the lesson. (Have marking pen on hand, as you give verbal feedback, jot down in margin just the most important word.)
- Give children answer sheet – self mark,
- Circle time/group time to discuss best work – can other children then do this in their own work?
- Maths – Give children calculator.
- ✓, ✓✓ or ✓✓✓ against learning objective – with tasks/activities the next day.
- Shared Marking – displayed on whiteboard – this focus on particular element so children can then effectively peer or self mark.
- Write feedback with the word challenge or mission– so that children are focused to do something, rather than just read.
- Ask children to reason / comment / evaluate when something is good – or explain choices – either written, to partner, to group or as circle time.
- Highlight something great – get child to explain what makes it so good (either written or verbally)
- Paired Marking – Give clear criteria to check for (Capital letter, Finger Spaces and Descenders going under line.)
- Paired Marking – with clear strategy of how to mark or check– for example in maths the Inverse Method
- Paired Marking – Don't give answers, do they agree? Have they got the same answers? Who do they think is correct? How could the check?
- Whole class Feedback – teacher collects books, very limited *marking* in actual books. But creates sheet for whole class to look at start of next lesson. This shows what was most successful and what the common misconceptions are.
- Yellow Box marking/highlighter marking – draw box around/highlight short section which the child must rewrite/self edit. Not necessarily giving instructions why if age and stage appropriate. (Forcing child to reflect and review,)
- Child to evaluate in plenary – Where my learning was best: Where my learning could improve.
- Child finds successful part, bit to improve independently or with peer.
- Give verbal feedback, and ask child to write a summary – during lesson/end of lesson.

- Group children together – I noticed all of you need to work on... Then either do group work at start of lesson, or ask them to work together to demonstrate this skill.
- Print of success criteria – children self check.
- Use group work within lesson – and during plenary write whole class learning diary – ‘This lesson we did...we learnt...we will use this learning to... the tricky bits were... they bits we are proud of are... next time lesson we will remember to...’ Leave some boxes blank for children to fill in next session.
- Teacher marks their group during lesson, TA marks their during lesson (giving key word marking). Other children have group task / reflection activity.
- Helicopter ’ Walk-a-rounds towards end of session, put on post-it notes for any children to work in group during plenary or during other time in day.

Appendix 5 - Different strategies for Feedback

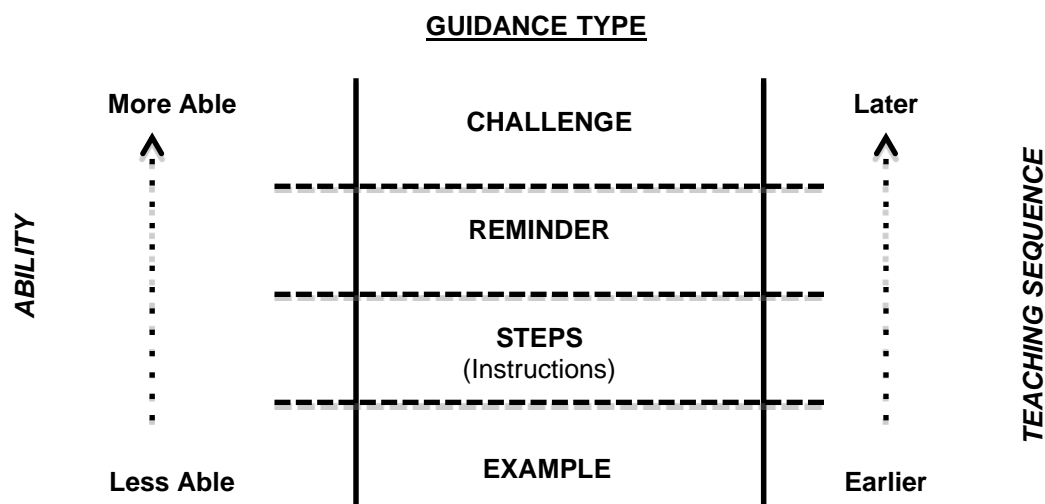
1 - Deep Feedback

Deep marking is the process of giving detailed, individual feedback, to children. It often takes the form of marking.

A proportion of all extended writing (both in English and Topic work) and independent Maths should be deep marked. **Where pupils are doing extended independent writing, they are to write on the left side of the book, and leave the right page empty for marking, feedback and corrections.** Deep marking allows the teacher opportunity to analyse progress in detail and determine next steps for learning. Focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved. The process for this kind of marking is outlined below.

1. Use agreed marking codes (Appendix A) as appropriate.
2. Tick in pink or highlight the parts when children have particularly succeeded in meeting the learning intention, success criteria/toolkits and working towards their individual target, and when appropriate comment within the text so that the child can see directly where they have performed well, e.g. "effective opening", "good use of adverbs to create suspense". Positive encouragement comments should be written on the marking page.
3. Underline or highlight in green where improvements can be made, together – when appropriate, with comments in line with the work – where the improvement needs to be made. The appropriate level of guidance should be given so that pupils can act upon these next steps and show visible signs of progress.

When giving deep feedback, differentiation should be used according to ability and where in the learning sequence the piece of work appears. The following diagram shows this differentiated approach:



Prompt examples

Challenge:

- Expand your description of the setting by telling me more about the atmosphere in the forest.
- Can you use a more efficient addition method?

Reminder:

- What could you include in the setting of your story to give it a scary atmosphere? Can you use these ideas to improve your story setting?
- Remember to use HTU columns for column addition.

Steps:

- **First** go and check you have included a sentence about the setting. **Then** see if you can add a little more detail about what you can see.
- **First**, write your HTU columns. **Second**, write in the numbers using the columns, **Third**, add them together starting with the units.

Example:

- Put this sentence into your story here * to improve the description of the setting.
- This is how to lay out an addition sum using columns.

2 – Designated and Reflection Time, through Improvement and Reflection Tasks

In order for children can respond to marking, and improve the quality of their work, 'Designated Improvement and Reflection Time' is built into the lesson daily. Children use their purple polishing pens. When it isn't appropriate for teachers to use deep marking, for example it wasn't an extended independent task, pupils may be given and improvement or reflection task to do during DIRT time. This is shown by three ticks against the learning objective. In line with best learning, DIRT activities could be individual or in groups.

✓	We need to look at this again.	Child has not shown they fully understand the learning objective. They work with an adult to understand the previous day's learning.
✓✓	Almost there, you just need a bit more practice.	Child has understood the previous days learning, and needs practice to ensure the learning is secure – they have a follow up activity (individual or as part of a group) similar to that day so learning is completely embedded.
✓✓✓	Ready for the next challenge.	Child has secured the previous days learning and is ready to be completing a learning challenge- either the next step of learning or using/applying the learning to a

		different context. A challenge is provided to move learning on further.
--	--	--

3 - Verbal Marking for 1:1 or small groups:

'Key Word' marking

This takes place throughout the lesson and is the most effective way of supporting pupils to make progress rapidly and accurately since feedback is immediate, discussed and acted upon at the time of learning. All staff need to have a pen close by during lessons so that appropriate learning conversations or prompts can be recorded for the child in their book. This form of feedback should be part of everyday classroom practice. Where verbal feedback is given for pupils' recorded work, teachers will use **key word marking** which is an indication that feedback has been given. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.

The Key Word will be a few words, not in full sentences, giving reminders of the discussion with the child. It is written in green pen in the margin.

As children get older, pupils can use their purple pens, to record their own notes about verbal feedback given.

4 - Closed task marking

This usually consists of ticks in pink (correct), dots in green (incorrect) and underlines (correction needed) and is usually used for closed tasks. Where there is a closed task and feedback would have an educational benefit, teachers will give a one, two or three ticks to show the DIRT task to develop learning. Pupils will respond in purple pen.

Secretarial features

Spelling

Teacher underlines word in child's writing which is spelt incorrectly. In the margin or at the bottom of the page, this word is rewritten, with just the part of the word which is spelt incorrectly underlined. In purple polishing pen, the pupil overwrites the letters which need correcting, writes the full word three times underneath the teacher's correction.

Punctuation and Grammar

Errors are underlined in Green Pen and given the symbol **P** (unless given more able challenge). Corrections are made using the Guidance type from deep marking.

Example	Corrected for them by teacher, best to be done as verbal feedback with the child.
Steps	Told where the mistake is, and what needs to be done in order for them to correct it. <i>You have missed out commas in a list. First read the sentence out loud, Second think which are the different items in the list. Third put commas in between the first three items, but not before the and.</i>
Reminder	Told what the error is, or where the error is. <i>Read this sentence – can you include commas?</i>
Challenge	Not told what the mistake is – teacher doesn't underline mistake either or tell children exactly where the mistake is. However challenged to self-check for punctuation.

Can you correct the punctuation in your second paragraph?

6 - Self-marking

Children are encouraged to self-check, self-edit and self-improve work. This means they can identify their own successes and look for improvement points. Children should be given strategies of what to check for. See Appendix D for strategies we use to promote Self-Marking and Self-Editing.

7 – Paired and Small group marking, feedback and improvement

The Sutton trust lists Collaborative Learning and Peer Tutoring as two methods which have some of the highest impact in accelerating progress. Collaborative learning involves pupils working together in small enough groups for everyone to participate on a collective task. Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support in addition to normal teaching.

We use paired marking and feedback, as this supports learning and progress. Improvements are shown in purple pen, and children are to put their initials to show paired marking.

See Appendix D for strategies we use to promote Paired Marking, Feedback and Improvement.

8 - Shared marking

Shared marking is where a teacher marks with a whole class or group of pupils. This could be using one piece of work (on an OHP, Visualiser or data-projected via a laptop) the teacher models the marking process and teaches specific points. This piece of work may be an anonymous piece or one devised by the teacher to highlight specific points. Another strategy is to show several pieces of work which show progression and discuss their differences.

