Feedback Policy
April 2022

FEEDBACK POLICY
QUEENSGATE FOUNDATION PRIMARY SCHOOL

Policy Review

This policy is reviewed in full by the Governing Board on a two-yearly basis.

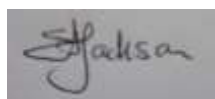The policy was last reviewed and agreed by the Governing Board on 26th April 2022.

It will be reviewed again by April 2024.

Approved

Signature: …………………………… Head Teacher   Date: 26th April 2022

Signature: ………………………… Co Chair of the Governing Board   Date: 26th April 2022

Policy control

Date	Amendments / additions	Reason
May 2020	Addition of bullet point under key principles: *We encourage live marking at the point of contact*	Change to marking process
May 2020	Addition of wording under Proof Reading and editing: *We use an editing carousel, which involves check, remove and improve*	Change to marking process
April 2022	Removal of phrase 'whole class' from section 5 paragraph- with regard to feedback	Feedback is given individually as well as a whole class

The principle of the Feedback at Queensgate Foundation Primary School is to keep the child at the heart of the policy. Any feedback is for the children to enable them to make progress.

We recognise the importance of feedback as part of the teaching & learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking and of the research surrounding effective feedback.

Our policy is influenced by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations.

1. **Aims**

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- put the onus on children to correct their own mistakes
- alert the teacher to misconception so that they can address these in the lesson, or subsequent lessons

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, staff have investigated alternatives to written marking which can provide feedback in line with the EEF's recommendations and those of the DfE's expert group which emphasised that marking should be: **meaningful**, **manageable** and **motivating**.

We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

2. **Key Principles**

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback should be to further children's learning
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification
- feedback should empower children to take responsibility for improving their own work
- written comments should only be used where they are accessible to children according to age and ability
- feedback delivered closest to the point of action is most effective as such, feedback delivered in lessons is more effective than comments provided at a later date
- children should receive feedback either within the lesson, or in the next appropriate lesson
- we encourage live marking at the point of contact
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress
- all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

3. Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils.

We place emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching. At Queensgate, these practices can be seen in the following:

Type	What it looks like	Evidence (for observers)
Immediate	• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, questioning, etc • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code	• Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting • Pupil conferencing
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peer assessment against an agreed set of success criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	• Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self and peer assessment
Review	• Takes place away from the point of teaching • May involve written comments or annotations for pupils to read or respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action	Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

4. Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks, highlighting of learning objectives, use of appropriate stampers or initials.

In Foundation Stage & 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 (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the earliest appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which 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. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.
In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Success Criteria	P	T	Comment / Evidence

5. Proof Reading and Editing in Writing Lessons

Most writing lessons will be followed up with an editing lesson where children receive feedback about strengths and areas of development. Direct teaching will take place to help the children identify and address any improvements that are required.

Editing is focused on two different aspects:

- Proof reading – changing punctuation, spelling, handwriting and grammar mistakes
- Editing – changing their work to improve the composition

We use an editing carousel, which involves check, remove and improve. Teachers will have looked at children's work soon after the previous lesson and identified strengths and improvements required.

Teachers will look at:

- technical accuracy of the writing
- spelling errors
- punctuation omission
- other transcription mishaps as well as things to do with the sophistication of the writing, effective composition
- Positives and negatives can be used as teaching points

The proof reading will be short, whereas the editing element will take longer.

Teachers can use a range of ways to show and model proof reading and editing work (Visualiser, interactive whiteboard, etc.).

APPENDIX 1

Marking Codes

These codes are used in Reception (EYFS)

CI = child initiated work	I = independent work	W/S = with support
VF = verbal feedback	☺ = good work / stamper	

Lower case 'c' if everything else is

Year 1 Marking Code

A text box near to the pencil may detail genre-specific requirements.	
There may be space for a tick box to check off objectives met.	

			If nothing to remember…		
This is good.	Collect a reward stamper.	Think about this to improve.	Next steps to improve.	Not correct.	Correct, met or seen by adult.

The above symbols are drawn to help *children easily decode written feedback, in order to act upon it.* Stampers are usually given for improving work by following recommendations or working extra hard. They are not about 'good' work but support growth mind-set by rewarding effort or challenge.

LO	G	WS	I	VF	CM
Learning objective	Guided work	With support	Independent	Verbal feedback given	Copied from model

Marking and feedback completed by anyone other than the class teacher will be initialled.

Other regularly used symbols or codes include.

Be careful or take another look.	Careful, clear handwriting.	Write on the lines.	Tall, short and hanging down letters.	Work faster.	Not good enough.

Year 2 Marking Code

(circle with "I") = independent

(circle with curved mark) = guided – followed by T (teacher), TA = (teaching assistant) or initials of other adult

Children are encouraged to indicate their understanding of the task with ☺☺☺ at the end.

Symbol	Within the work	At the end of the work / in the margin
✓		Reviewed by the teacher or teaching assistant
✓ ✓		Making progress towards success
✓ ✓ ✓		Secure understanding of the learning / success criteria successfully met
Think Pink pen / ✱ highlighter	Indicates evidence of meeting success criteria or KS1 standard.	Record of successful elements within the work
Go Green pen / highlighter	Incorrect spelling, vocabulary, grammar or punctuation / method or operation. This section needs to be checked.	Remember to …. Next steps This section needs to be checked.
Writing		
sp		Incorrect spelling somewhere within this section or sentence.
p		Incorrect punctuation somewhere within this section or sentence.
Maths		
.	Incorrect / check this	
x	Incorrect	

Years 3 and 4 Marking Code

Mark in book	What it means
VF	Verbal Feedback- An adult has spoken to you about your work.
T	Teacher Assisted work.
TA	Teaching Assistant Assisted work.
I	Independent work.
☺	Good work.
✔	Seen by an adult.
SP	A word is spelt wrong - corrections are needed.
P	Punctuation missing.

Remember to always check your marking. If you are unsure of what it means, please ask your teacher.

Years 5 and 6 Marking Code

Mark in book	What it means
VF	Verbal Feedback - an adult has spoken to you about your work.
☺	Good work.
☹	Work does not meet expected standard yet.
initials	Initials to show work has been seen.
✔	Correct
.	Incorrect
I	Independent
W/initials	With 'initial' of adult offering support
SP	A word is spelt wrong - corrections are needed.