Hipsburn Primary School Marking and Feedback Policy

Introduction

This policy document sets out Hipsburn Primary's principles and strategies for feedback throughout the school. This policy will be reviewed at regular intervals and updated as necessary by the SLT and subject leaders.

Feedback

Meaningful feedback supports pupil progress, building learning, addressing misconceptions, and thereby closing the gap between where the pupil is and where the teacher wants them to be. Feedback is a crucial component of high-quality teaching across the curriculum. Based on professional judgement, feedback can be provided in a variety of different ways. It can:
• focus on different content;
• be delivered in different methods;
• be directed to different people; and
• be delivered at different times.

Aims of this policy

We aim to create a culture of effective feedback in order to maximise the impact on learning through the use of a wide range of approaches which research and evidence suggest are the most effective.

This policy recognises the significant time that written feedback can take and therefore seeks to make the most effective use of teacher time. This policy recognises that teachers are professionals
• Feedback forms an integral part of the process of responsive teaching which is evident in all lessons.
• Feedback is a two-way process: teachers will learn and be able to adapt their instruction from the feedback they receive from pupils within lessons; pupils will be able to learn from effective feedback they receive.
• It is primarily a verbal process that takes place between teachers and pupils.
• It is given where there is time and opportunity for pupils to respond to the feedback they have received.
• It will look different in different year groups and curriculum areas across school and be 'age appropriate' e.g. PE feedback would be wholly verbal.
• It is based on a thorough understanding of individual pupils and their learning and may focus on the task, subject and self-regulations strategies.
• Feedback should ultimately aim to improve the pupils' knowledge and understanding as opposed to simply improving the pupils' work.
It is approached systemically, and specifically, by adopting three fundamental principles:

1. Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment
2. Deliver appropriately timed feedback, which focuses on moving learning forward

3. Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

1. Laying the foundations of effective learning
• To offer effective feedback, teachers must first lay the foundations. Specifically, they will provide high quality instruction, including two formative assessment strategies:
• Set learning intentions (which feedback will aim towards), ensuring that learning intentions and success criteria are clarified, shared and understood.
• Assess learning gaps (which feedback will address) in order to target these weaknesses. This requires carefully designed tasks, activities and effective questioning.

2. Deliver appropriately timed feedback that focuses on moving learning forward. Timing of feedback can be categorised into the following three stages:
• **Immediate feedback**: This takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.
• **Summary feedback**: This may take place at the end of a lesson. It may involve some form of self/peer assessment.
• **Distance feedback**: This takes place away from the lesson and provides feedback to the teacher about how well pupils have understood concepts. This, in turn, informs planning for future learning opportunities which includes the use of whole class feedback to focus on the next steps for the whole class, groups or for individuals.

Types of feedback, what it might look like
   1. **Immediate**
   • Takes place within lessons as part of teaching.
   • Includes teacher gathering feedback from verbal responses, iPads, book work, whiteboards, etc.
   • Takes place in lessons with individuals, small groups or the whole class.
   • Is given verbally, so that the impact can be immediate.
   • May be given by teaching assistants, other adults or peers
   • May involve further support, challenge or a change of task
   • May re-direct the focus of teaching or the task.
   2. **Summary**
   • Takes place at the end of a lesson or activity.
   • Provides an opportunity for evaluation of learning in the lesson
   • May take the form of self- or peer- assessment against an agreed set of success criteria
   • In some cases, may guide a teacher's further use of distance feedback, focusing on areas of need or particular interest.
   3. **Distance**
   • Takes place away from the point of teaching
   • Provides teachers with opportunities for assessment of understanding.

- Adaptation of future lessons through planning, grouping etc. – teachers may support different groups. To identify where 'group feedback' is required in the next session.
- To organise feedback and support high quality teaching within the next lessons.

Feedback will focus on moving learning forward, targeting the task, subject or self- regulation strategies.

3. How pupils will receive and use feedback

The following factors may influence a pupil's use of feedback:

Using their knowledge of individuals, teachers will use a wide range of strategies to meet their needs. They will monitor whether their feedback is being used by pupils. If not, the approach will be adapted to support pupils welcoming and acting on feedback. Teachers will ensure that pupils are given the time and opportunity to use feedback so that it moves learning forward, using a range of strategies, so that it becomes a 'recipe for future action.' This approach closes the feedback loop so that pupil learning can progress.

Practical Guidance on the approach to distance feedback at Hipsburn Primary School

The teacher then reads each child's work and analyses errors/ misconceptions being made. During the book analysis, the teacher makes notes as appropriate. The analysis is used to assess learning gaps. These may be addressed in the next lesson during a short feedback session, giving children dedicated time to correct/ edit/ improve their work. It also informs the next steps of the learning journey and may include re-teaching. This approach ensures that feedback is timely and actionable. The time saved using this approach can then be used more effectively to plan in light of the feedback.

Examples of what notes could be made about:

Praise and share further support

Presentation, basic skills, errors

Misconceptions/ next steps

What a 'feedback session' may look like –

Teachers use the feedback notes to feedback to a class on their previous lesson (this should take approximately 5-10 minutes in a typical lesson although can be significantly longer or shorter dependent on need). The feedback session typically has three layers - individual feedback, group feedback and class feedback. A session might contain **some** of the following elements...

1. Share good work picking out the key features, perhaps screen share.
2. Share feedback with individuals (teacher or TA)
3. Share feedback with groups (teacher or TA)
4. Share feedback with the whole class
5. Common basic errors may be shared and retaught – e.g. a teacher may write sentence/calculation containing the common mistake rather than using actual pupils' work and ask pupils to identify the mistake and correct it. Pupils then get the chance for deliberate practice

6. Peer marking stations

7. Common misconceptions from previous lesson are shared and re-taught. Pupils may practise the skill on whiteboards etc.

8. Pupils may then respond to the feedback given. Where possible, feedback focuses on improving children's knowledge and understanding not just improving their previous piece of work.

9. Specific spelling rules may need to be consolidated. Teachers may re-teach any words or spelling rules that were spelled incorrectly by groups of pupils.

10. Specific handwriting issues may be addressed. Teachers may model age related joins for children to practise in their handwriting books.

Symbols
• On children's work, teachers use pink pen
• Children edit work in their 'fix it time' blue pen
Where appropriate and necessary, by either adult or child:
We use the same symbols as RWI to ensure progression: CL for a capital letter, a full stop where required and a finger to show a space is needed.

Highlighting writing
EYFS and KS1 may use a green highlight. This should communicate to the child that they have achieved well in relation to their success criteria.

Teacher assessment
Foundation subject work should be acknowledged in line with the marking of English. Verbal or written feedback should be used to correct mistakes/ direct learning.

Success criteria
Every piece of work should have the date and title. The success criteria for achieving the learning intentions of the lesson should be in child friendly language which they can then assess themselves against at the end of the lesson.

'Fix it' time
Children are to be given 'fix it' time at regular intervals, to respond to marking.

L.Haswell September 2022