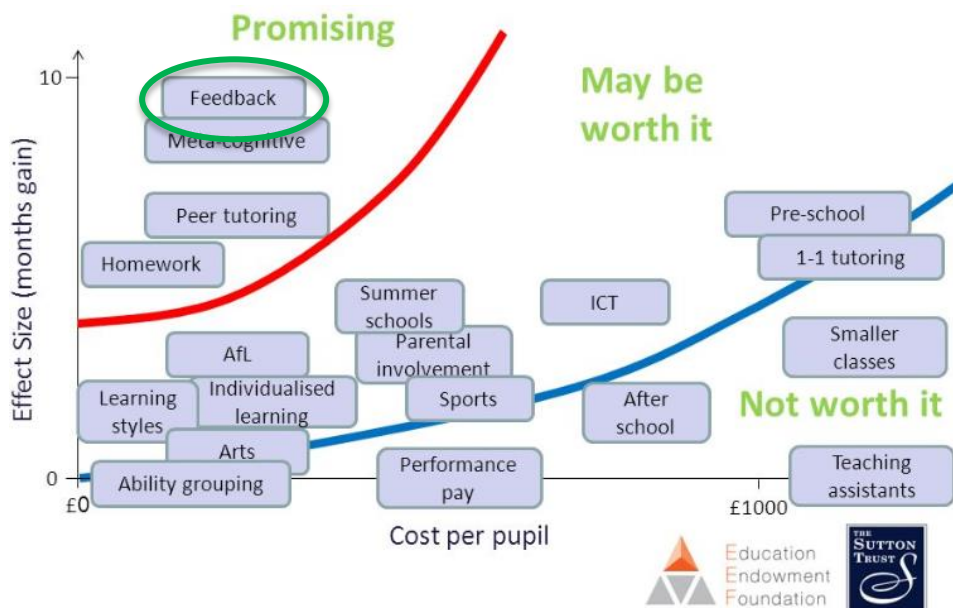


# Quality Feedback Policy



Date: September 2021

Review date: September 2022

***'The main purpose of feedback is to improve the student and not the work...'*** - Dylan Wiliam

At the Federation of Lutton St Nicholas and Gedney Church End Primary Academies, 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 underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- 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
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises 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.

### **Key Principles**

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

- the sole focus of feedback and marking 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;
- written comments should only be used where they are accessible to pupils according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- 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.

**Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit (Appendix 1) 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.**

We believe that if interaction between teacher and pupils is good, where errors or misconceptions are addressed immediately or through same day intervention; efficient marking strategies are

deployed and suitable summative assessment is held to assess sustained pupil progress, further evidence of progress is not necessary.

We believe that not all children read the comments (as it has no meaning), some children can't read the comments (de-motivating) and nearly all children only respond to them because they have been told to do so. Retrospective marking doesn't help move children forward – as far as the child is concerned, once the lesson is finished, it's finished. Many teachers will add comments for a third party to see and not for the children.

However, **Live Marking** during lessons is an immediate and effective way to identify mistakes and misconceptions and act on them swiftly. Any adult in class can do it and intervene where necessary.

**Live Marking** - marking within the lesson in order to give pupils immediate feedback

How it works:

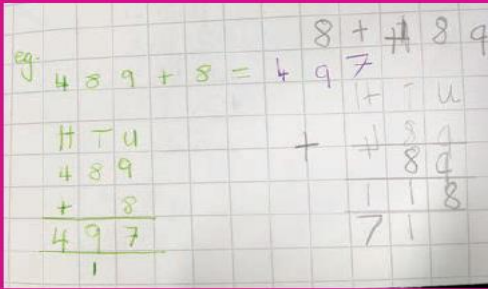
After the input and while children are engaged in learning tasks, adults in class circulate and monitor children's work. If they spot something that needs addressing, they can mark (in purple pen) using one of our marking symbols (Appendix 2) in the margin indicating that there is something not quite right on that line, giving the child the opportunity to find their own mistake and correct it – in green pen.

Children should be encouraged to find the mistake on their own or with a partner on their table. The adult can go and check the response on their next lap of the class which should lead to a discussion of what the child thought the mistake was and how they went about fixing it.

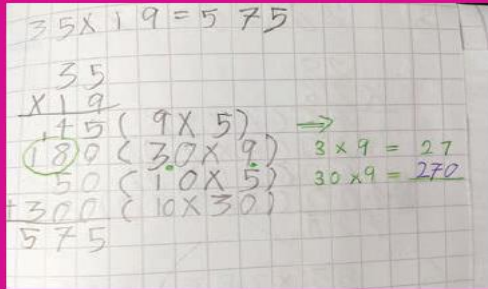
If they couldn't find the mistake and correct it, or corrected it incorrectly then the adult could intervene and explain what to do. In some cases, this might need the teacher to model in the books using purple pen.

Examples of models, scaffolding and checking for understanding 'Live Marking' during circulation:

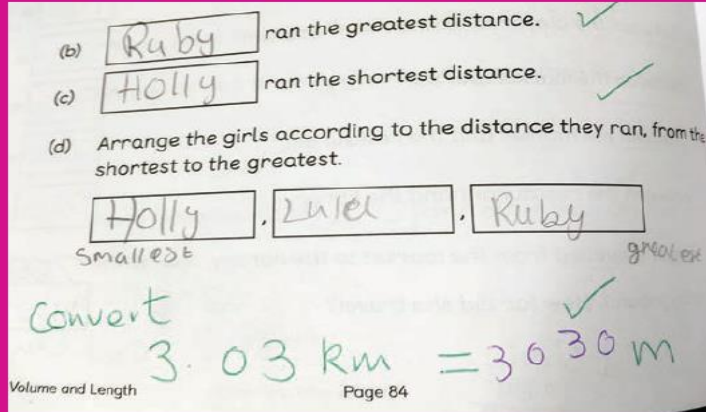
Example of using Live Marking to give a written model



Example of using Live Marking to scaffold understanding



Example of using Live Marking to check for understanding



This way of marking and responding during the lesson will identify and correct any errors during the lesson and prevent ineffective time spent writing comments at the end of a school day. It can be a quick process and you should be able to see most, if not all of the children's work during a lesson – especially if more than one adult is live marking.

If there are is a common mistake that keeps cropping up, we stop the lesson and go over the issue with everyone so they all fully understand (lesson stop). If there are only a small number of children making the mistake, we intervene and re-teach so they can continue independently.

When a child has understood an objective, it can be ticked off on the Boarding Pass:

## English Learning Journey—Boarding Pass



**Destination:** Writing a Non-Chronological Report

**Departure:** Monday 24th February 2020

**During this journey I will:**

- Retrieve and record information.
- Plan, draft and edit my work.
- Use features of a non-chronological report.
- Use devices to ensure cohesion within my writing.

**Arrival—I can now**




At the end of the unit of learning, teachers and children will use the 'Boarding Pass' to review their learning journey and to evaluate what they have done well and what improvements that may need addressing.

### Live Feedback- The Use of Visualisers.

At The Federation, we believe that visualisers are an integral teaching tool that provides greater emphasis on making 'live' adjustments but also the right 'pitch' for the lesson at the right level based on how the class respond.

Using a visualiser means that our teachers are able to initially model the strategies needed to solve a problem or improve on a piece of writing. Also, as children may not understand this the first time, it allows our teachers to model and present alternative strategies at short notice.

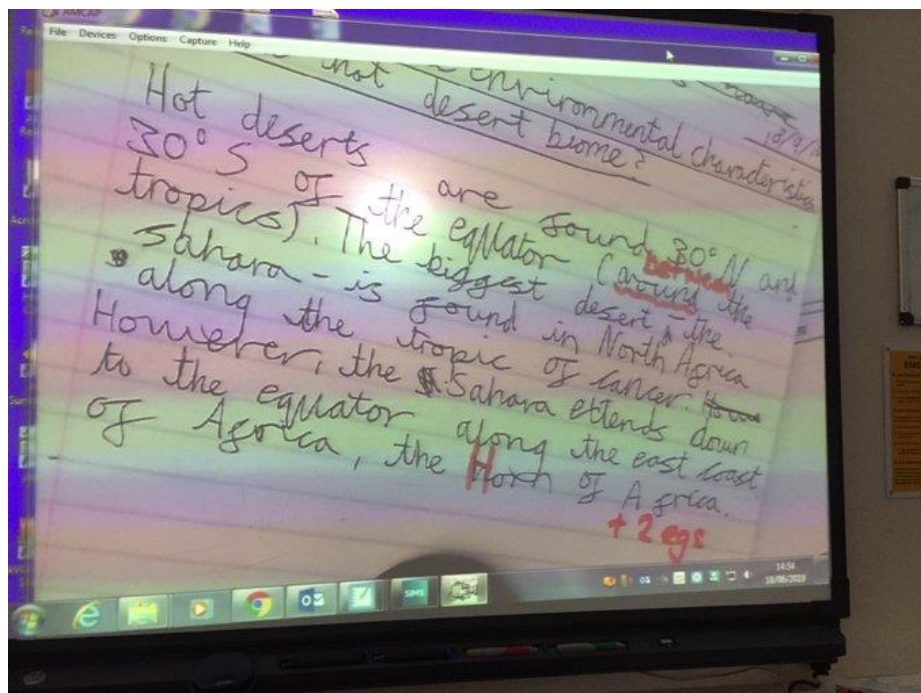
Cognitive Load Theory is becoming increasingly popular within education. It highlights how our working memory has a limited capacity and that, if children are presented with too much information, they may suffer from cognitive overload, which causes learning to slow down or stop.

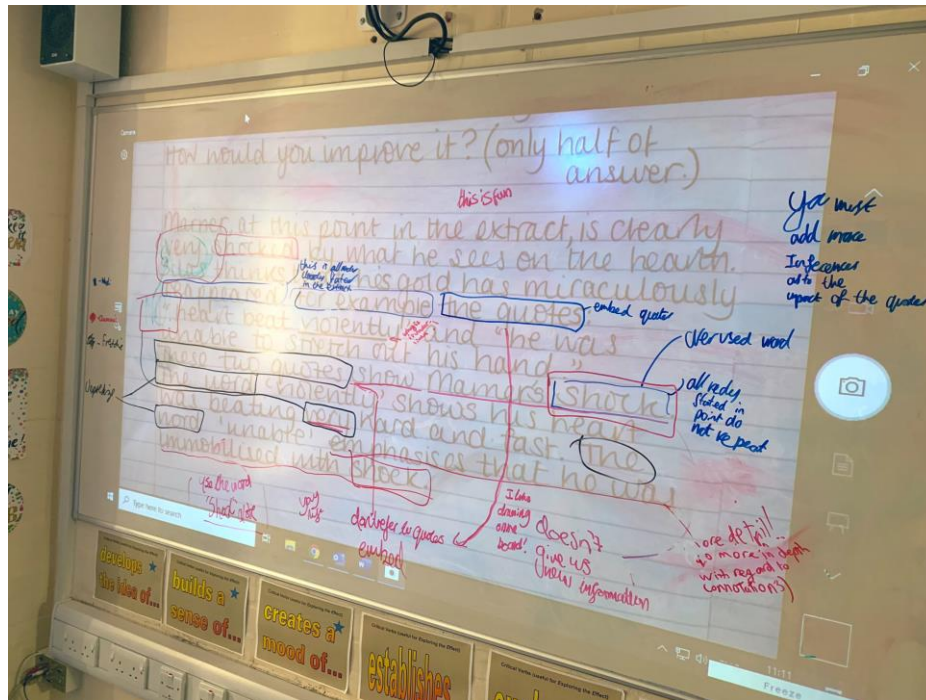
An important part of cognitive load theory is the Redundancy Effect, which states that giving children irrelevant information whilst they are learning something will clog up their working memory. This means they are more likely to remember the redundant parts of the lesson instead.

We use a visualisers to emphasise the information that we want the children to focus on. Quite literally, we are removing the redundant information from the children' focus and replacing it with what's important.

We use visualisers in helping to improve children' metacognitive ability as they allow teachers to model their thought process clearly and in real time when answering questions and solving problems. This helps children gain knowledge of the topic but also knowledge of the strategy implemented too.

Examples of how a visualiser is used to edit a piece of writing by a student – A whole class approach





Here are pieces of work is placed under visualiser, **live marked** and improvements suggested by the class.

### **Lesson Stops**

Lesson stops are used to allow children to review their work during the session rather than at the end, which allows time for children to address mistakes and make improvements. Lesson stops are implemented to enable children to review their learning often, track their progress and make changes along the way.

In addition, lesson stops are used by teachers to reinforce objectives and/or success criteria and to use models to support understanding.

### **Monitoring and Assessment Books**

At our schools we feel it is necessary for the teacher to keep records of each pupils' attainment in the lesson. Who got it? Who 'sort of' got it but could do with some more practice to consolidate? Who is ready to move on? The record keeping serves to support the teacher's assessment and their planning of the next steps in the learning journey for individual pupils and groups of pupils.

Examples of monitoring and assessment books documenting pupils' progress towards their learning objective:

12.4.17

column (-) with borrowing

HTU same borrowing	THTU (6)	THTU (L)
CJ	LD	LC DM
WM-H	KEO'N	KD OS
NJ	BSW	TT KS
KJ	HK	LN
SM	IH	IL
A.N-G	HK	TT
		SB

Misconceptions:  
 Simple sub conceptual - KJ → correct of M.O.G  
 Borrowing - CJ, WM-H, LS  
 not of number line with

25.4.17

I can plan an extended piece - grammar & vocab

AJ	Y-T B	X
	LM	LN (SP)
	SM	OS (SP)
	TT	HB (SP)
	NJ	SE - same
	KJ	LC (SP)
	KEO'N	HK (SP)
	A.N-G	KS
		CP-E (SP)
		ID (SP)
		DTJ

Misconceptions: *unknown markers*  
 WM-H

Not finished:  
 A.N-G, SM,  
 LD, TT, IL, KEO'N,  
 KJ

- Symbols: X objective met
- / objective partially met
- objective not met

Our monitoring and assessment books will also highlight children that partially or do not meet objectives consistently, leading to swifter intervening of those children deemed to be 'slipping under the radar'.

After the analysis, the teacher plans a whole class feedback session using the notes from the monitoring and assessment book as an aide-memoire. The start of the next lesson begins with the teacher sharing the best work (using a visualiser), identifying common errors in basic skills (e.g. spellings, number facts) and then addressing common misconceptions that have been identified. This session is flexible in how long it takes but a typical session might be ten minutes or so giving time for children to redress any misconceptions that had arisen and, where useful, check through their work and improve it based on the feedback given.

### Conferencing and Self-Assessment

In depth or small group conferencing with each pupil (assertive mentoring) will take place as a result of the monitoring and assessment of children's work from the previous lesson (not required when teaching a new concept). This detailed feedback conference is used for quality verbal time to pinpoint success and areas for improvement. This will give children opportunities to consolidate their understanding through increased practise, or moving them on to a new challenge.




During the conference stage children will use the 'I spoke with my teacher and we agreed I should:' sticker to specify what improvements are needed and for the child to take ownership of their next steps in their learning.

Children will be given quality time to self-assess their work in relation to the feedback and the clear objectives shared with the class. Teachers need to continually share what is expected and model examples so that children are aware of their own improvements.

All children's responses will be in **green ink**.

Where children may find difficulties in generating meaningful feedback (with reference to the success criteria), adult and/or peer support will be used.

### **Feedback Stickers**

<p>I spoke with my teacher and we agreed I should:</p> 	<p>I read my work carefully and I think I should:</p> 	<p>I checked my work carefully and I think I should:</p> 
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### **Conferencing - Finding the Time**

Lessons will be structured to allow for conferencing with children. When appropriate, lessons will start with whole class or small group feedback, moving into new learning and application and then review points to address any misconceptions. Adults can circulate throughout the lesson giving constant feedback and scaffolds where necessary.

### **Self-Assessment Marking**

We use self-assessment marking to allow children to evaluate their own work and iron out minor slips and errors in advance of the teacher seeing their work. This, we believe, will give teachers a tighter focus on addressing misconceptions or improvements and children taking greater responsibility for their work. In addition, self-assessment marking within a lesson enables children to receive immediate feedback on how they have done.

### **Subject Specific Vocabulary**

When marking work in a subject such as science teachers may concentrate on correction of scientific vocabulary specifically, instead of correcting more general spelling errors. Where children attempt to use new terminology this should be noted and applauded (motivational).

### **General**

All children's learning, including homework, should be acknowledged and valued.

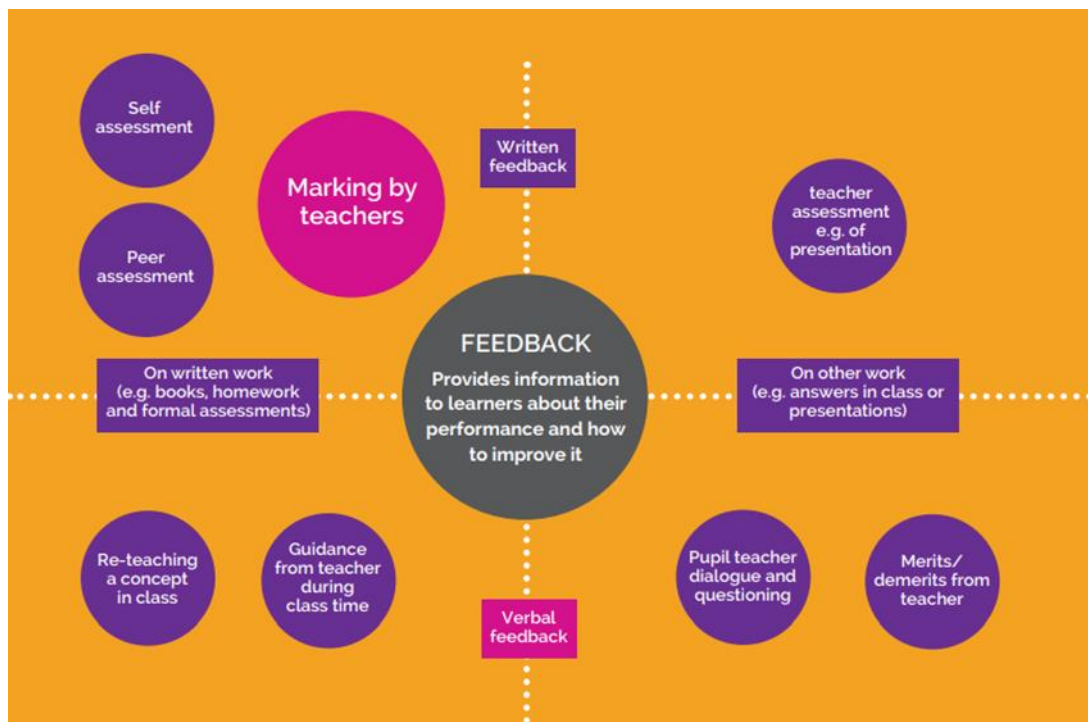
### **EYFS**



In the early years, marking is used to inform parents of children's learning so they can support children at home. In reception effective marking is used in their literacy and numeracy books to celebrate learning and identify next steps.

Learning Journals in the EYFS allow children and parents to have regular opportunities to read and contribute to them and discuss their child's learning therefore allowing pupil and parent voice and development of children's next steps in their learning.

## Appendix 1



Examples of different forms of feedback from *A Marked Improvement* – EEF

## Appendix 2

Marking Symbols:

Mark	Meaning
Sp	Spelling error on the line.
P	Punctuation omission or error on the line.
G	Grammatical error on the line.
?	Does this sentence/paragraph make sense?
//	New paragraph should have started on the line.
C	Correction of a calculation in maths.
✓	Good.
✓✓	Very good.

### Appendix 3

The following table shows the feedback process and how it should work for maths and writing.

Maths	Writing
<p>Each unit starts with the Boarding Pass which clearly sets out the learning journey and objectives to be covered.</p> <p>No need for individual Learning Objectives or stickers in books to be used at the start of each lesson – a title will do.</p> <p>Lesson objectives still need to be shared with the children via interactive whiteboard and referred to.</p>	<p>Each unit starts with the Boarding Pass which clearly sets out the learning journey and objectives to be covered.</p> <p>No need for individual Learning Objectives or stickers in books to be used at the start of each lesson – a title will do.</p> <p>Lesson objectives still need to be shared with the children via interactive whiteboard and referred to.</p>
<p>During each lesson <b>Live Marking</b> should take place.</p> <p>Circulate, work with groups to identify misconceptions and explain how to iron them out.</p> <p>Use <b>purple pens</b> for this. Model in books if needed so children can refer back. Children are to respond in <b>green pens</b> immediately.</p> <p>Have answers either on the table or at a marking station where children can go and mark their own work – <b>in green pen</b>. Having the answers isn't cheating – it's how you get to the answer that's important. If they have something wrong, it is important that they know why it is wrong.</p> <p>While live marking, it will show you who you need to support during the lesson or the following lesson.</p>	<p>During each lesson <b>Live Marking</b> should take place.</p> <p>Circulate, work with groups to identify misconceptions and explain how to iron them out.</p> <p>Use <b>purple pens</b> for this. Model in books if needed so children can refer back. Children are to respond in <b>green pens</b> immediately.</p> <p>Children need to edit work as they go along in <b>green pen</b>. This might need modelling from Day 1 so they know what to do and how to do it.</p> <p>While live marking, it will show you who you need to support during the lesson or the following lesson.</p>
<p>Continue with unit where the intervention session will have paid off.</p>	<p>Continue with unit where the intervention session will have paid off.</p>
<p>Children complete their box on the boarding pass to complete the journey.</p> <p>Move onto the next unit if significant knowledge has been obtained (you</p>	<p>Children complete their box on the boarding pass to complete the journey.</p> <p>Move onto the next unit if significant knowledge has been obtained (you</p>

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