



## **Feedback Policy**

**January 2022**

“Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance.”

— Dylan William, **Embedded Formative Assessment**

**At Ludham Primary School and Nursery, our aim is to make sure that all marking and feedback is timely, meaningful, and efficient and enables pupils to improve.**

We have adopted a research-based approach to feedback and marking using research carried out from the EEF (Education Endowment Foundation). This policy also aims to reduce teacher workload, having taken into account the 2018/19 government guidance on reducing teacher workload and the 2016 report from the Independent Teacher Workload Review Group.

### **“In the Moment”/ Live Marking**

Marking should, where possible, be done in the moment within the lesson being taught. The teaching staff are expected to be busy around the classroom checking, marking and providing feedback as the children are working on their learning tasks. This is to maximize the feedback both the teacher and the students receive in order to adapt lessons and assess whether they are on the right track in their learning. Live marking is part of our AFL (Assessment for Learning) strategies that should be a core aspect of every Ludham Lesson.

Live marking can be carried out in a number of ways; the teaching staff could circulate around the room checking on as many students as possible; there could be particular focus groups for certain lessons or subjects; it could be carried out straight after a lesson to quickly review the learning when getting around a large number of children hasn't been possible so that misconceptions can be addressed and planned for in subsequent lessons.

The Education Endowment Foundation research and recommendations of the DfE's expert group are very clear that effective feedback should be:

- Meaningful, manageable and motivating.

### **Key principles**

Our policy on feedback has a number of core principles:

- The sole focus of feedback and marking should be to further children's learning;
- Written comments should only be used where they are accessible to students 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 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.

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.

## 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 where appropriate)

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. As a school, 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.

Every child has access to a purple pen. They can use this pen to respond to feedback, mark, correct and edit their work. This can take the form of making simple corrections through to re-writing sections of their work.

Type	What it looks like	Evidence (for observers)
<b>Immediate</b>	<p>‘Live marking’ which:</p> <ul style="list-style-type: none"><li>• Includes teacher gathering feedback from teaching including mini-whiteboards, book work etc.</li><li>• Takes place in lessons with individuals or small groups</li><li>• Often given verbally to pupils for immediate action</li><li>• May involve use of a teaching assistant to provide further support or challenge</li><li>• May re-direct the focus of teaching on the task</li><li>• May include underlining/annotations according to the marking code</li></ul>	<ul style="list-style-type: none"><li>• Lesson observations/learning walks</li><li>• Some evidence of annotations or use of marking code</li></ul>
<b>Summary</b>	<ul style="list-style-type: none"><li>• Takes place at the end of a lesson or activity</li><li>• Often involves whole groups or classes</li><li>• Provides an opportunity for</li></ul>	<ul style="list-style-type: none"><li>• Lesson observations/learning walks</li><li>• Timetabled pre- and post-teaching based on assessment</li></ul>

	<p>evaluation of learning in the lesson</p> <ul style="list-style-type: none"> <li>• May take form of self- or peer-assessment against an agreed set of criteria</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Some evidence of self- and peer-assessment</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/annotations for pupils to read/respond to</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils' future attention or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Written comments and appropriate responses/action</li> <li>• Adaptations to teaching sequences, tasks when compared to planning</li> <li>• Use of annotations to indicate future groupings.</li> </ul>

## Marking Approaches

At the Immediate/Summary or Review stage, teachers may choose to use the marking codes (appendix 1).

In Foundation Stage and 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 next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. The marking code shown in appendix one should be used for consistency where appropriate. Where a child will need to edit their work a purple polishing pen should be used. 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.

## Appendix 1

### Marking Codes

<b>Sp</b>	Spelling Error
<b>Sp X3</b>	Copy this corrected spelling in the margin three times
<b>P</b>	Punctuation Error
<b>?</b>	Your sentence doesn't make sense!
<b>^</b>	Missing Word
<b>V</b>	Verbal Feedback
<b>T</b>	Supported by Class Teacher
<b>TA</b>	Supported by Teaching Assistant
<b>//</b>	New line or paragraph needed
<b>√</b>	Correct
<b>●</b>	Incorrect
<b>_____</b>	Look here and try again
	You have achieved the Learning Objective – well done!

**Headteacher:** Mrs Andrea Goreham

**Date:** 31<sup>st</sup> January 2022

**Chair of Governors:** Carol Willoughby

**Date:** 31<sup>st</sup> January 2022