



## Blackwater Community Primary School

Feedback Policy  
2020-2021

## ***Aims and Purpose***

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;
- provide specific guidance on how to improve and not just tell students when they are wrong.

Our feedback policy 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 when 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 during lessons is more effective than comments provided at a later date;
- feedback is provided to 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 lesson, 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.

## ***Evidence of Feedback***

<b>Type</b>	<b>What it looks like</b>	<b>Examples of Evidence</b>
<b>Immediate</b>	<ul style="list-style-type: none"><li>▪ Includes teacher gathering feedback from teaching, including 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 support or further challenge.</li></ul>	<ul style="list-style-type: none"><li>▪ Lesson observations / learning walks.</li><li>▪ Some evidence of use of the marking code.</li><li>▪ Improvements evident in books either through editing or further working.</li></ul>

	<ul style="list-style-type: none"> <li>▪ May re-direct the focus of teaching or the task.</li> <li>▪ May include annotations or comments.</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 evaluation of learning in the lesson.</li> <li>▪ May take the 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>▪ Lesson observations / learning walks.</li> <li>▪ Timetabled pre- and post-teaching based on assessment.</li> <li>▪ Some evidence of self- and peer-assessment.</li> <li>▪ May be reflected in selected focus review feedback (marking).</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 and 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>▪ Written comments and appropriate responses / action.</li> <li>▪ Whole Class Feedback sheets.</li> <li>▪ Adaptations to teaching sequences tasks eg revisited as the starter for the next lesson.</li> <li>▪ Evidence of children selected for intervention following lesson in intervention records.</li> <li>▪ Acknowledgement of completed work.</li> </ul>

## Marking

Marking is part of assessment and feedback. We aim to provide a system of marking that is consistent and continuous across each stage within our school. We aim to mark positively whenever possible to enhance self-esteem and confidence. We recognise that marking is only one form of feedback and that its primary purpose should be to inform future learning and children's progress. Not all work will be marked.

## **Marking Summary**

### **All Subjects**

We value the children's work and completed work may be acknowledged, eg by a sticker, a tick, a smiley face, A purple pen will be used for marking.

### **English and Mathematics**

#### **Whole Class Feedback**

In Key Stage 1 and Key Stage 2, teachers mostly review children's learning using Whole Class Feedback. This identifies:

- work to praise and share;
- spellings which need to be followed up;
- children who need additional support on specific aspects of the learning;
- misconceptions / basic skills errors / notes for the next lesson.

Teachers identify specific actions to help the children improve their writing. Planning for the next lesson is then adapted to include the relevant teaching points. **The children's next step is the next lesson.** Pupils are given the opportunity to reflect and review or improve their work or to practise or use their new learning.

The children's work will be stamped to show that it has been reviewed in this way.

At other times, responses to a child's writing may, when appropriate, include a **selection** of:

- a teacher's comment;
- the overall effectiveness of the piece, including two positive comments (two stars and a wish);
- suggestions towards how to achieve or extend aspects of the writing eg Next time.....
- positive comments or acknowledgement of a child's work (eg sticker).

Some work will be marked following the agreed Marking Code for Key Stage 1 or Key Stage 2 (displayed in classrooms).

Where appropriate, children should reflect after marking and take the opportunity to correct or improve their work. This **may** be written in green pen in Key Stage 2.

Final drafts are celebrations of work and will only be positively marked. Some final drafts will not be marked and may be used for displays etc.

### ***Self-assessment and peer assessment***

Where appropriate, pupils are encouraged to evaluate their own work before marking. In Key Stage 2, children often have the opportunity to self-mark and self-assess, enabling them to take ownership of their learning and to move their own learning forwards.

Children are supported to improve their work by both adults and peers. Having created a rubric and self-assessed their work, a range of strategies, including peer

support and staff feedback, can provide a focus for redrafting.

### **Marking Writing in Year 2 and Year 6**

In Year 2 and Year 6, marking will reflect the framework for Key Stage 1 and Key Stage 2 assessment guidance. This means that writing that is going to be redrafted will not be closely marked.

### **Marking by other members of staff**

Where a supply teacher has taken a class, the expectation is that the work carried out during the period of their supervision will be marked by them prior to leaving the school. Work undertaken by a HLTA may be ticked by the class teacher while undertaking marking of subsequent work.

At times, it is appropriate for Teaching Assistants to provide written feedback, for example when they are:

- working with a child on an individual programme;
- working with an individual or a group of children on a task that requires immediate right / wrong feedback;
- working with a child and it is appropriate that feedback is given.

Teaching Assistants also feed back to the class teacher to enable them to evaluate the learning and activity.

Those people responsible for curriculum matters in this school are:

Mrs. Evey Evison ~ Headteacher  
Mrs. Joe Bell ~ Chair of Governor

**Date of Policy: Sept 2020**  
**Review: Sept 2021**