



Bird's Bush Primary Feedback Policy

Document Control Table

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Feedback and Marking Policy

At Bird's Bush we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

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
- Put the onus on children to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in 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 we have investigated alternatives to 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 should be to **further children's learning**;
- **Assessment for learning** is used as a vehicle for checking children's understanding;
- Feedback should **empower** children to **self-scaffold** and take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the child. We actively encourage children to go through the self-checking process prior to seeking adult feedback.
- **Tailored feedback** will be given during learning time or through written or verbal pre or post teaching.
- Feedback is **responsive** to the assessment process which aims to provide an appropriate level of challenge, allowing good progress to be made and for pupils' knowledge to be stored in their **long-term memory- supporting future learning**.
- New learning can be fragile and can be forgotten unless explicit steps are taken over time to and refresh learning.
- Feedback strategies will be **reflective** of the child's developmental stage and encompass **correcting, modelling, clueing and prompting**.

The foundations of our principles are evidence and research informed. Our aim is to make use of the good practice approaches outlined by the EEF toolkit alongside Ofsted recommendations (meaningful, motivating and manageable) 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 enables them to adapt teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate and assess the learning taking place in lessons, and use information obtained from checking pupil understanding to inform subsequent planning and teaching. Feedback occurs at one of four common stages in the learning process:

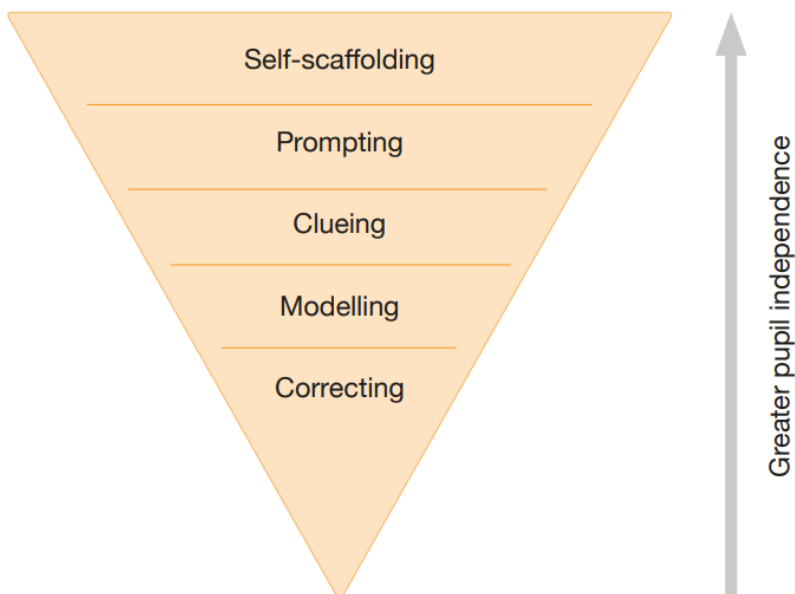
1. Immediate feedback – at the point of teaching (see marking symbols appendix 1)
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward.
4. Intervention – Same day or pre-next lesson interventions can also be used for children who are making mistakes, errors or have developed misconceptions.

The teacher should identify the area of learning or skill that the child needs support with and this should then be reinforced in an intervention after the lesson. The aim of this is to allow the child to ‘keep up’ with the learning in the classroom. Alternatively, if there are a sequence of lessons and the child is shown to have errors in their learning, then the teacher can carry out a pre-teaching activity based on their assessment of the child’s learning, providing feedback and strategies to support before the next lesson.

Further details of how this is put into practice can be seen in **Appendix 1**

Where live or written feedback is provided to pupils, staff may use key symbols. Details can be found in **Appendix 2**.

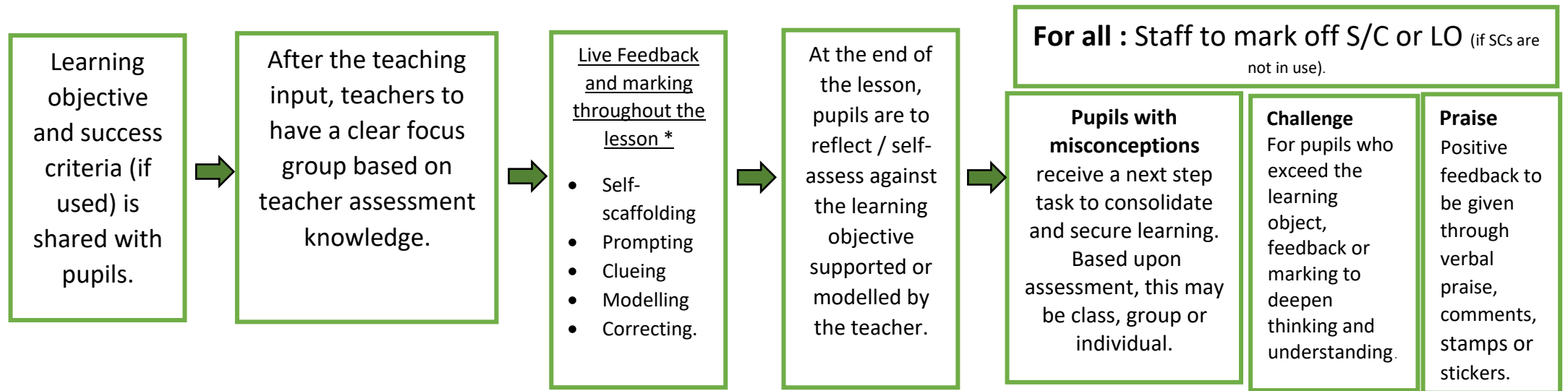
The model below underpins our key principles for feedback and provides guidance for teachers.



Specific adaptations to assessment and feedback strategies in English and Maths are detailed within **Appendix 1**.

Appendix 1

Marking and Feedback Flow Chart



*Live feedback and marking is collective responsibility and can be facilitated by both teacher and additional adults supporting learning.

Writing:




To establish an accurate starting point, based upon children's prior application of knowledge, a written task (Cold write) is undertaken, to allow staff to provide diagnostic feedback at the start of a Talk for Writing unit. The books marked in detail are rotated and represent a full range of ability. This feedback informs planning and next steps, to ensure that teaching and feedback is responsive to children's needs.

To recognise achievement at the end of a talk for Writing unit, the children are given an opportunity to demonstrate a culmination of knowledge and skills that have been built upon from their starting point. (Hot write) Teachers will provide written feedback to celebrate progress and provide next steps against the toolkit for the specific writing outcome, making comment on the features used to make this an effective piece of writing.

Maths:

Where assessment indicates pupils conceptual understanding is not secure, pictorial or concrete modelling from adults is used as a strategy to reshape or overlearn. Where appropriate 'Rapid Recall' opportunities are provided after teaching a unit where 3 questions are posed; one from the previous day, one from the previous week and one from the previous term. This will provide assessment information for teachers on what/how children are learning and remembering.

Appendix 2

Feedback Symbols	
Adults to mark in purple	
SP	Spelling corrections of words the children should already know how to spell. (In the margin to scaffold children to find their own error)
Staff initials 	This will identify at what point in the learning a pupil has received immediate verbal feedback and from whom. (Teaching staff and support staff). The key focus of the feedback will also be noted.
 Think Pink	Highlighting learning that is incorrect but should be secure in long term memory. (including letter formation) Maths: Process is wrong not just the answer. (also includes number formation)
	Scaffold used
.	Incorrect answer to be revisited
I	Independent
GT	Guided Task – identifies where individual questions/parts of tasks were supported.
Date & Absent	Pupil absent from lesson
<u>Peer/Self Assessment - All self-assessment in green pen.</u>	
....	Unsure of spelling
*	Unsure of answer
P	Peer feedback/marking