



Bentfield Primary School

Feedback Policy

At Bentfield Primary School, 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 students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor. As such, our school has 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
- 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 a two way process, as part of assessment procedures 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 the feedback can impact on future learning (when work is reviewed, it should be acknowledged in books)

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. In practice, feedback at Bentfield Primary School takes place in two main ways:

- Live feedback
- Detailed feedback

Live Feedback

Feedback is most effective when provided immediately – this is known as live feedback. Live feedback allows teachers to address misconceptions and provide pupils with an instant opportunity to improve their work. If pupils wait too long for feedback, they risk losing the context for the valued learning of the work. As a school, we place considerable emphasis on the provision of live feedback, especially for our younger pupils or those who may require it more.

Live feedback:

- includes teacher gathering feedback from teaching, including mini whiteboards, book work etc.
- takes place in lessons with individuals or small groups
- often given verbally to pupils for immediate action
- includes key questions to assess pupils' understanding (including use of the 'hinge question' in our maths lesson structure)
- may involve use of a teaching assistant to provide support or further challenge
- may re-direct the focus of teaching or the task, and can lead to the adaptation of future lessons
- may include highlighting or annotations according to the marking code

Detailed Feedback

Detailed feedback usually occurs away from the point of teaching. Teachers have the opportunity of looking at pupils' work in more depth and can, therefore, give more detailed feedback. Not all work is suitable for detailed feedback, and the piece of work selected should be of value to the learner and the feedback given should have significant impact on the progress of the pupil.

Detailed feedback:

- takes place away from the point of teaching
- may involve written comments/annotations for the pupils to read/respond to
- provides teachers with opportunities for assessment of understanding
- leads to adaptation of future lessons through planning, grouping or adaptation of tasks
- may lead to targets (next steps) being set for pupils' immediate action or future attention

Marking Approaches

Detailed feedback and use of marking codes

The marking codes shown in Appendices A and B have been created to show consistency across all classes and to reduce the need for time consuming written comments (which some pupils may find difficult to read/understand). These codes are shared with the pupils and displayed in all classrooms. The use of the codes will vary depending on the age and attainment level of the pupils (and it may be appropriate for some of our higher needs SEND pupils to use bespoke codes). They will also be used to promote an independent approach to reviewing work, for example, some codes will be put in the margin to indicate that pupils will need to decide themselves where improvements will need to be made.

Teachers will carry out all marking with a green pen, and Learning Support Assistants will carry out marking with a blue pen. The only exception to this will be the use of a pink highlighter in a piece of written work to promote positive aspects (pink for positive) and a green highlighter to draw attention to errors or areas for development (green for growth).

When appropriate, marking should be directly related to the learning objective/success criteria. Learning objectives are introduced at the beginning of every lesson (shown by an L.O.). They are recorded on the board, in pupils' books, and they will also be made clear in teachers' planning. Success criteria are the refinement of the learning outcomes. They provide steps for the children to follow so that they understand how to achieve their objectives, how to evaluate their work, and what they must do to further improve.

Next steps

Through the use of next steps, pupils are actively encouraged to peer and self-assess to make improvements to their own, and others' work, and use various strategies to take ownership of their own learning. When peer and self-assessing pupils must:

- Use purple polishing pens to redraft their own work
- Use pink pens for peer feedback

Although individual next steps are still required when necessary, in the case of groups of pupils having a common need, we promote the use of group next steps through our purple pen response questions. These are written on the teacher's flipchart/power point and shared with pupils at the start of the next lesson. Teachers can direct the students to a particular next step by recording a PP1, PP2, PP3 or PP4 ('PP' stands for purple pen) in pupil books. An example of this is:

PP Response		Example learning objective: To use an adverb at the beginning of a sentence.
PP1	Question or task to challenge the lesson's higher attaining	Can you use an adverb within a sentence?
PP2	Consolidate learning question and task	Can you write another sentence with an adverb at the start of the sentence?
PP3	Question or task to address misconceptions	Can you carefully underline the adverb in this sentence?
PP4	Working with an adult	Re-teach

In addition to this pupils are asked to self-assess their understanding at the end of a lesson. When handing in books they are asked to put them into one of three piles (in a clearly labelled, designated area). These are



I feel fully confident that I have met the learning objective



I feel partly confident that I have met the learning objective



I struggled to understand the learning objective

Frequency of Marking

All daily English and Maths work is expected to have feedback (either live, detailed, self or peer). Detailed feedback should be given approximately once a week, though it is recognised that this may not always be appropriate (e.g., detailed feedback has a greater impact on improving extended written work, or to address misconceptions at the beginning of a new teaching sequence in maths).

Science and foundation subjects must have detailed feedback twice during a block unit. There should be an acknowledgement that homework has been completed and positive praise given, though detailed feedback and next step comments are not required.

When practical activities have taken place this does not need to be evidenced in individual pupil books. Instead, photographs of practical activities taking place can be added to the class page on the website and/or to a single class evidence book.



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MARKING CODES (YR-Y1)

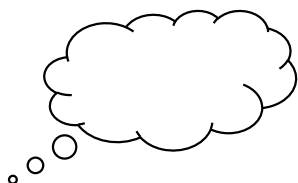
What does the marking in your book mean?



You have met your objective.



You have exceeded your objective.



A thought bubble will show your 'next steps' - these are the things you need to do to improve or move on to the next stages of your work.

V

This means that your teacher has discussed your work with you (live feedback).



In maths, a tick will show a correct answer.



In maths, a dot will show that you have made a mistake.



In writing, this highlighting means 'Pink for Positive'.
This shows where you have met the learning objective.



In writing, this highlighting means 'Green for Growth'. This is the part that needs improving to make your work even better.



In writing, this means that you need to remember your finger spaces.



In writing, this means that you need to correct your punctuation.



In writing, this means that you need to listen to the sounds of a word to help you with your spelling.



In writing, this means that you need to improve your letter formation.



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MARKING CODES (Y2-Y6)

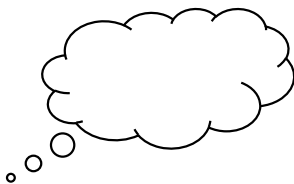
What does the marking in your book mean?



You have met your objective.



You have exceeded your objective.



A thought bubble will show your 'next steps' - these are the things you need to do to improve or move on to the next stages of your work.

V

This means that your teacher has discussed your work with you (live feedback).



In maths, a tick will show a correct answer.



In maths, a dot will show that you have made a mistake.



In writing, this highlighting means 'Pink for Positive'.
This shows where you have met the learning objective.



In writing, this highlighting means 'Green for Growth'. This is the part that needs improving to make your work even better.

Λ

In writing, this means that you need to add a word or words.

SP

In writing, this means that you need to correct your spelling (if it is written in the margin then you will need to decide which word or words need correcting).

P

In writing, this means that you need to correct your punctuation.

T

In writing, this means that you need correct your tense use.