



Katherine Semar Schools

Feedback Policy

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Katherine Semar Schools

FEEDBACK POLICY

OUR AIMS IN FEEDBACK – What do we want to do?

‘Feedback is one of the most powerful influences on learning and achievement’

Hattie and Timperley 2007

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners. Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- Support teachers’ assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

OUR IMPLEMENTATION – How will we achieve our aims?

Four types of marking and feedback occur during teaching and learning at Katherine Semar Schools:

- Teachers’ well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments.
- ‘Light’ marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils’ work. All work should be marked against the LO by the teacher with two ticks, one tick or a ? mark (see marking symbols).
- Developmental marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning. Developmental feedback prompts a response from the learner.
- Self-assessment and peer assessment of the success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to effective marking and feedback at Katherine Semar Schools.

Non-negotiable Procedures for Marking

- Teachers and Teaching Assistants mark in green pen.
- Children self-assess and respond to feedback in purple pen (including during peer assessment). See 'pupil editing' below for more details.
- All marking is to be done in a clear legible handwriting, aligned to the school handwriting and presentation policy. Stampers and highlighters should not be used for marking.
- The marking code is to be followed in all cases (see appendix).
- The marking code should be clearly displayed in the learning environment.
- All pupils' work is to be at least 'light' marked by Teacher or Support Staff.
- Pieces of learning should be **developmentally marked** where it will have a positive impact on children's progress and we trust that a child's teacher is in the best place to make this judgement. This marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made. It is likely this will occur at least weekly although the teacher should use their professional judgement to ensure all children make maximum progress.
- If an adult carries out modelling in a pupil's book (this is most likely to happen in maths), this should be completed in green pen.
- Marking symbols will demonstrate the level of adult or peer support given at different stages throughout a piece of learning (see appendix). If no symbol is present, it shows a piece of learning was completed independently.

Procedures in greater detail

Developmental marking in all curriculum areas

'Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.'

A Marked Improvement – A Review of the Evidence on Written Marking
Education Endowment Foundation 2016

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving.

For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues

In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils. By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this.

Writing - Learning labels

- Learning labels will be used to support effective feedback in writing. They will be used, where appropriate, for extended pieces of writing.
- The learning label will identify the success criteria for the particular piece of writing. These may include items from the year group's writing checklist or from a writing toolkit for the text type.
- Each learning label will have a blank space at the bottom for an individualised pupil target to be added where appropriate. This could be added by the pupil themselves or a Teacher or Teaching Assistant. Some SEN children may need a personalised learning label.
- Where handwriting is repeatedly identified as an area for development, a specific area of focus can be added e.g. sit letters on the line, make descenders clear, join handwriting, specific letter e.g. b
- The learning label may include a column for teacher marking against the criteria and a column for self-assessment against the criteria.
- Elements of the marking code can be used to mark against the criteria in a learning label
 - A star will represent a strength of the writing
 - A downward arrow will mark a target/next step
 - A double tick will mark an item which has been fully achieved
 - A single tick will mark an item which has been partially achieved
 - A dot will mark an item which has not been achieved
- Where a learning label is not appropriate (e.g. for a very short writing task), the standard school marking codes will be applied.

Maths

Maths learning will be marked with:

- A tick will indicate a correct answer.
- A dot will indicate an incorrect answer that needs to be corrected by the child.
- All incorrect numeral formation will either be corrected by an adult or indicated that the child should go back and correct formation themselves.
- Where it is age, stage and task appropriate, children can mark their work in purple pen in response to the teacher providing them with the answers. Teachers should still look at the work and mark against the LO.

Pupil editing and redrafting

- The redrafting and editing policy should be followed for more details around the progression of redrafting and editing.
- Children should use a purple pen to mark and redraft and edit their work (red pens to not be used). All editing lines, symbols and writing should be in purple pen.
- Regarding all comments below involving drawing a straight line/crossing out, it is at the discretion of the teacher whether or not infant children should use a ruler. Junior children must use a ruler.
- All redrafting or editing should be carried out by the author. When peer marking the book should be placed between the author and peer so that they both have eyes on the author's work. The author should read their work out loud and have their purple pen in their hand and carry out the redrafting or editing. A 'P' symbol can then be used by the teacher to show that peer redrafting or editing has taken place.
- When adding additional words into their writing, children should place these directly into their writing and use the downward arrow symbol from the marking symbols to show where the word needs to be placed. They may use this to add in vocabulary (e.g. adverb or adjective), to replace words (e.g. a word in the wrong tense) and to add words so that a sentence makes sense.

- Children should put a straight line through any word, group of words or sentence that they want to remove from their writing. If several sentences or an entire paragraph are being removed the child should draw a straight vertical line in the margin to show the section of text they are removing and place a cross next to the vertical line to show it has been removed.
- When redrafting or editing, if children add in an entire sentence or paragraph they should place an asterisk at the point where this being added into their writing with a corresponding number next to it e.g. *1. In the margin they should then write *1 and write their additional paragraph or sentence in purple pen. If another improvement is made in the same piece of writing then *2 should be used and so on. These improvements should be written at the end of the piece of writing or after the section of writing that they are improving. Flaps of paper may be used when a paragraph or large section of text is being redrafted. These should be trimmed to size and stuck in the margin so they can 'flap' over the writing that has been improved.
- Children should put a straight line through an incorrect spelling and spell it correctly above or in the margin if there is not enough space.

OUR MONITORING – How will we monitor the effectiveness of our Feedback policy?

At Katherine Semar we believe that the most effective way to monitor the impact of our Feedback policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in across the curriculum:

- **Lesson Observations and Learning Walks**
 - Senior Leaders and Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and curriculum action plans.
- **Moderation**
 - We engage in termly opportunities to moderate learning with colleagues from within the school as well as working with networks of local schools.
- **Work Scrutinies**
 - Work scrutinies are carried out by subject coordinators, Senior Leadership Team and whole staff.
- **Governor Visits**
 - As part of the Governors' Monitoring, Evaluation and Review cycle, governors make regular visits to school to monitor progress towards the school development plan.
 - Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.
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- **Pupil interviews/surveys**
 - Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of feedback at our school and their responses actively inform subject development through the school development plan.

APPENDIX 1 - Marking symbols (specific guidance)

This provides more detailed information on how the marking symbols could be used, particularly when carrying out developmental marking in feedback. Many of these suggestions are aimed at reducing the quantity of written feedback for teachers whilst still creating the opportunities for pupil response and suggestions to encourage pupils to use the symbols to encourage pupils to improve their work as opposed to the teacher doing this for them.



A question mark, single tick or double tick should be placed next to all LOs.



Stars can be placed next to/above examples of a feature from the learning label, which has been starred.

Stars can be placed in the writing to indicate to a child where they have successfully used a feature from the learning label or writing checklist. If a child has used, for example, a range of subordinating conjunctions successfully the teacher could put at the end of the work or in the margin next to a particular section of text '☆ *subordinating conjunctions*'. Teachers may also underline and/or star some examples.

For children in Y5 and 6, stars can be placed next to specific words, sentences or sections of writing to indicate to pupils that they have done something well without explicitly stating what it is. Sentences could be underlined in green with a ruler with the star symbol placed above and for sections/paragraphs of writing a vertical green line can be drawn in the margin to indicate the section/paragraph with the star symbol placed in the margin next to it.

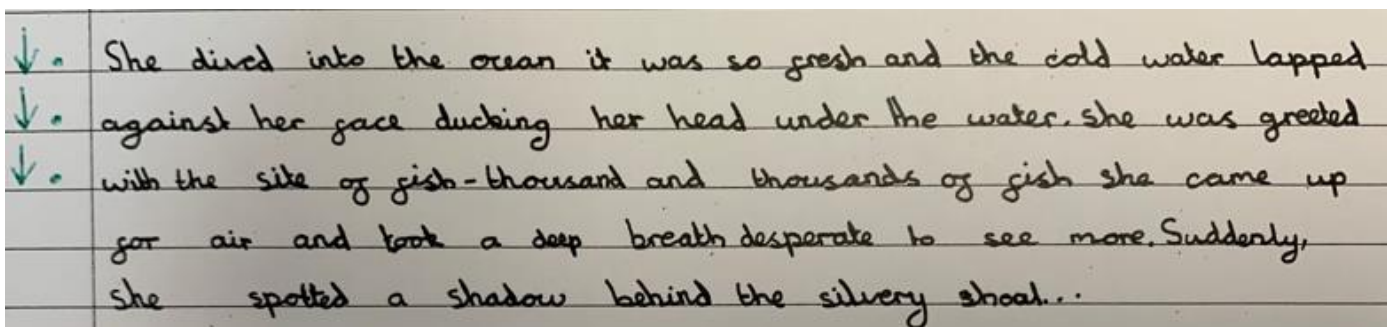


The downward arrow can be used at the end of a piece of work (particularly in the infants) to show the main area for development e.g. '↓ *adjectives*'.

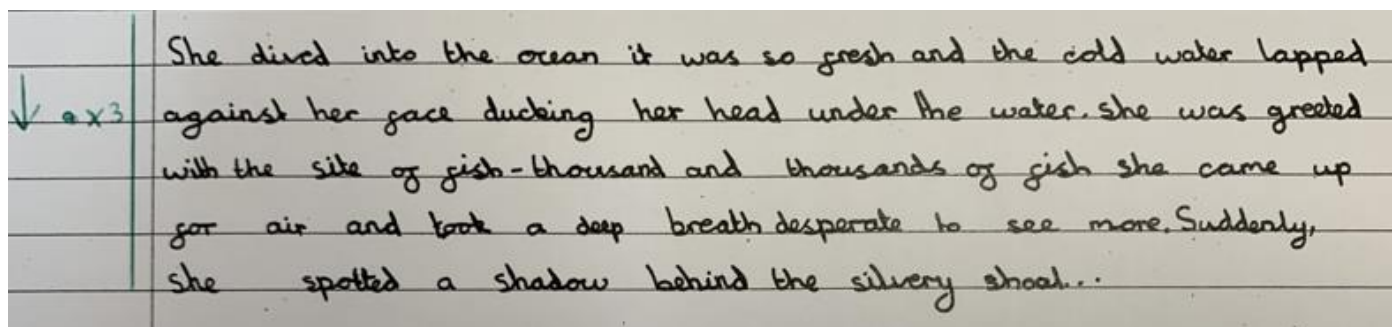
The downward arrow can be used with written feedback placed next to it with a specific action that a child needs to carry out.

Punctuation

The downward arrow can also be used in the margin with the punctuation symbol alongside it or the word punctuation placed next to it to help a child understand that in this line they need to place a missing piece of punctuation.

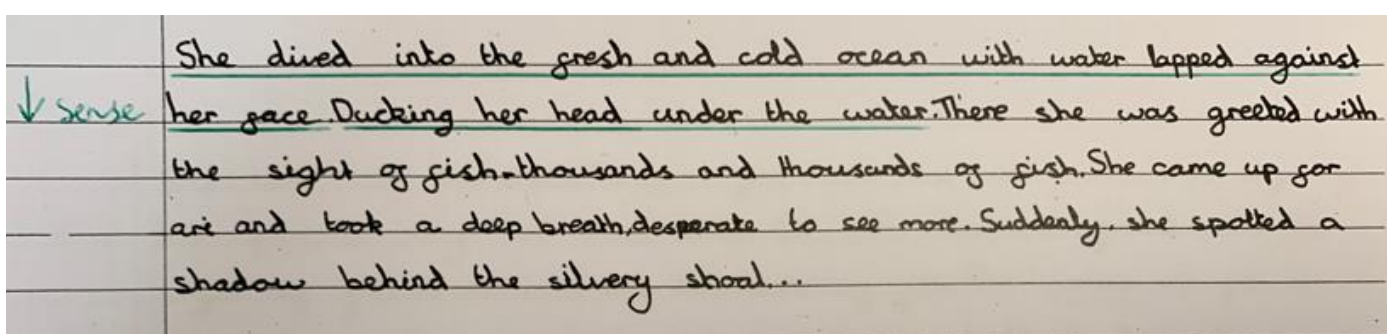


Alternatively, a vertical green line in the margin could also be used alongside this to indicate that the child needs to read this section to add all missing pieces of punctuation (specific or general).



Grammar

The downward arrow can be used in the margin with the word 'sense' written next to it to show that a sentence (or group of words) that the teacher has underlined in green on this line needs to be edited so it makes grammatical sense.



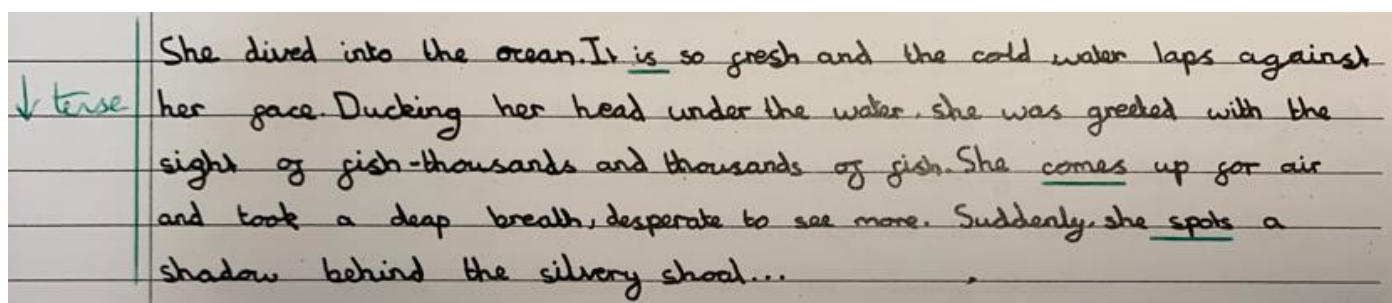
Alternatively, a vertical green line in the margin could also be used alongside this to indicate that the child needs to read this section to edit all underline words/groups of words that do not make grammatical sense or to find and edit all grammatical issues without them being specifically indicated by the teacher's marking.

The downward arrow can be used directly in a child's writing between two words to indicate that a word is missing and needs to be added in.

Tense

The downward arrow can be used in the margin with the word 'tense' written next to it to show that the tense of an underline word or words on this line need to be edited.

Alternatively, a vertical green line in the margin could also be used alongside this to indicate that the child needs to read this section to edit all underlined words with tense issues or to find and edit all tense issues without them being specifically indicated by the teacher's marking.



Spellings

Any spellings (or parts of a spelling) that you identify for a child to correct can be underlined with the wiggly line from the marking symbols. A downward arrow can then be placed after the piece of work with the word 'spelling' next to it indicate to the children to correct these spellings.

AS

This symbols is used when an adult has supported a child to complete a piece of work.

I

Normally it is implied that a pupil has worked independently. However, if a child has had adult support or been part of a 'master class' this symbol may be necessary to distinguish which part of a piece of work they have done independently. For example in maths a child may receive adult support for the first 3 questions so MC would be placed next to question 1. From the fourth question they work independently so the I symbol should be placed next to question 4.

P

This symbol is used to show that peer editing has taken place or if a piece of work has been completed with a partner.

VF

This symbol is used to show that an adult has had a conversation with a child about their learning. Adults do not need to write the written feedback. This may be placed at the end of a piece of work or next to a specific piece of the work or question. There may then be some editing that takes place.

MC

This symbol is used to show that



- A child has worked as part of a guided group led by an adult.
- A child has received an additional intervention (individual or group), which is being recorded in their book.
- An adult has gone back through previous learning to support a child individually to address their errors or misconceptions. A comment next to the symbol may be necessary to indicate what took place.



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This symbols is used to show that a new paragraph is needed. Children can add this in with purple pen if they recognise that they should have started a new paragraph.


What does the marking in my book mean?


LO – We are learning to...


 or  - You have tried really hard today.


 - You have nearly achieved the LO.  - You have achieved the LO.



 - You have not achieved the LO.


 - You got this right.


 - You need to check this again.

 - You need to check your spelling.

 - Shows something you did really well.


 - Shows something you need to work on.  - You need a new paragraph.

 - An adult helped you with this piece of learning.

 - You did this by yourself.

 - Master class

 - You worked with a partner.

 - An adult talked to you about this piece of learning.