

# Bicton C.E. Primary School and Nursery

*Learning for a Lifetime*



## Feedback Policy

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### Rationale

At Bicton CE Primary School, we aim to value each child as an individual so that they can develop their potential through an active role in their own learning. We provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations. We use the marking system as a tool for formative ongoing assessment and to improve standards by encouraging children to give their best and improve on their last piece of work.

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 pupils when they are wrong

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, the Senior Leadership Team at Bicton CE Primary 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.

## Key Principles

Our policy on feedback has a number of principles at its core:

- 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 (i.e feedback delivered in lessons is more effective than comments provided afterwards)
- feedback is used as part of assessment processes 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 it might impact on future learning. When work is reviewed, it should be acknowledged in books.

## Verbal/Oral Feedback

Research shows that verbal feedback is the most powerful form of feedback and has maximum impact when pointing out successes and improvements against learning intentions and success criteria. Where work has been verbally discussed, this will be indicated with **VF** (verbal feedback has been given). **VF is where you give feedback while the child is working** & makes an instant difference, thus putting **VF** on the line/ during the sentence/ in their work.

**OF** is giving oral feedback at the end of the child's work i.e. to review their completed work and orally explain their next step. This may take the form of whole class, whole group or individual feedback. Children may write **OF** in purple pen at the end of their work if they receive oral feedback.

## Written Feedback

- In English, positive aspects of work will be double ticked or underlined in 'tickled pink'. One 'next step' to promote learning will be identified through written feedback in a piece of extended writing, which is directly related to that specific piece of work to move learning on. Not every piece of work will have a next step. When it does, it will involve an action for the children to carry out during response time. Actions will be checked by an adult for accuracy. A highlighted box will be placed around a section of the child's work and this will indicate the area of work that needs to be edited/up levelled. It may only be a highlighted sentence/word depending on the ability and/or age of the pupil.
- Positives to be double ticked in 'tickled pink' to identify good features in pupil's work. In KS2 this will happen in Topic and Science. This is not required in Maths.
- In Maths, the child will automatically move onto the challenge which does not need to be recorded.
- In Topic and Science, a next step will be given as appropriate. In KS1 the expectation is that there will be a next step for one out of three pieces of work. In KS2 a next step will be given if it is an extended piece of writing. The next step will be appropriate to the subject e.g. if it's history, the next step will extend the child's thinking in history.
- Is legible and clear in meaning
- Will indicate who is giving the feedback if the person is different to their normal teacher, for example supply staff.

- Will indicate if work has been supported. **S** for Adult Support or **PS** for Peer Support.
- Will be appropriate to the age and ability of the child and will vary across year groups and key stages.
- A maximum of three spellings will be identified for pupils to practise. Children will respond to their spellings using the method Look, Cover, Check. Staff will acknowledge that spellings have been checked. In topic, technical/subject specific spellings will be identified.

### **Self-Assessment**

- Pupils should be encouraged to identify their mistakes by re-reading their work independently.
- Children should be given a reminder about the focus for checking through their work.
- All self-editing, self-assessment, peer-assessment should be completed using purple pen.

NS - Next steps to move learning on

√√ - identifies excellence in work

Sp - spelling error. The word, line or paragraph may be indicated.

I - SEND child has worked independently

PS - peer support given

S - adult support given

VF - verbal feedback given

P - punctuation error. The sentence, line or paragraph may be indicated.

OF - oral feedback given