Inspire Education Trust

Together we achieve, individually we grow

Feedback Policy - Primary

Policy Date: June 2022

Review Date: June 2024

Document History

Version	Status		Date	Author	Summary Changes
1	Old		May 2020	Amy Neal	
2	New		June 2021	Rob Darling	Updated pictures from Inspire
3			June 2022	Amy Neal	Amended some examples of marking stickers and added up to date content

Rationale

In the Inspire Education Trust our focus is our children's learning. We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children. Our expectations of every child are high, and we expect them to make the best possible progress whatever their background or circumstance.

The critical purpose of feedback and marking is equally clear; it is about:

Moving learning forwards

This has the key elements of:

- o Celebrating success;
- o Supporting improvement;
- o Encouraging independence;
- o Identifying next steps in learning.

This rationale must be clearly understood and applied for feedback and marking to be truly effective. Feedback and marking is not about justifying oneself professionally, or the school, to parents, governors or Ofsted with copious and technical comments.

Principles

Marking should serve a single purpose to advance pupil progress and outcomes. In our Trust, our three main principles are that marking should be:
- o Meaningful;
- o Manageable;
- o Motivating.

Meaningful
Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable
Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. Feedback can take the form of spoken or written marking, peer marking and self-assessment. If the hours spent do not have the commensurate impact on pupil progress: **stop it**.

Motivating
Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments: sometimes short, challenging comments or oral feedback are more effective. An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress.

Aims and Objectives

We hope that this document will provide useful examples for staff when thinking about how to provide feedback to all pupils at all levels. It should provide you with a marking and feedback toolkit which you can utilise to suit each subject and to maximise children's independence. The policy encourages children to be responsive to their feedback and to play an active part in it.

Within this policy, you will find examples of each feature of the marking and feedback toolkit being exemplified across a range of subjects, for a variety of different abilities and age groups.

Effective verbal and written feedback should:

- recognise, encourage and reward children's effort and achievement and celebrate success over time;
- provide appropriate feedback about the strengths of their work and areas for development;
- improve children's self confidence in self-assessment;
- give children a clear picture of how well they have met learning objectives;
- identify children who need additional support/challenge;
- encourage children to be responsive to their own work and to engage with teacher's feedback;
- inform future planning.

Practice

As a Trust, we value verbal and written feedback equally in moving learning forwards. Effective marking is an essential part of the learning process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.

1. Verbal Feedback

Within our Trust, we view verbal feedback as the most valuable form of feedback for all children as it is immediate, focused and personal. It also allows for interaction between the child and the teacher or teaching assistant and, where appropriate, between peers. It allows children to take immediate action and move their learning forward. 'Now' marking ensures that children are responding to their successes and misconceptions immediately and no learning point is missed.

When could verbal feedback take place?
o During independent work
o After the lesson as part of a discussion or 'teacher conference'.
o Small group work
o Mini plenaries

What could verbal feedback look like?
o Reviewing a child's work so far
o Discussion on how to edit or improve their work
o Suggestions for next steps
o Addressing misconceptions

How could you evidence verbal feedback?
Where possible, it is useful to record when verbal feedback has been given, using the abbreviation VF with key words next to it to show what the discussion involved. This then serves as a visual reminder for the child when reviewing their work afterwards. Other ways to evidence VF is to use stamps or mini stickers as a time-saving tool.

Please see some examples of effective verbal feedback examples below.
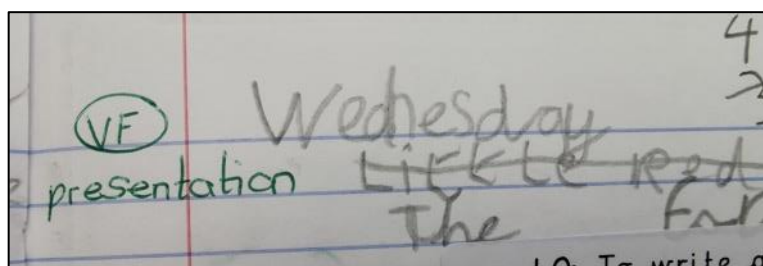
In this example, verbal feedback has been evidenced to show a reminder about positive presentation. As a response to the verbal feedback, the work underneath was of a much higher standard. The comment was written in the margin, so the child has a clear visual prompt.
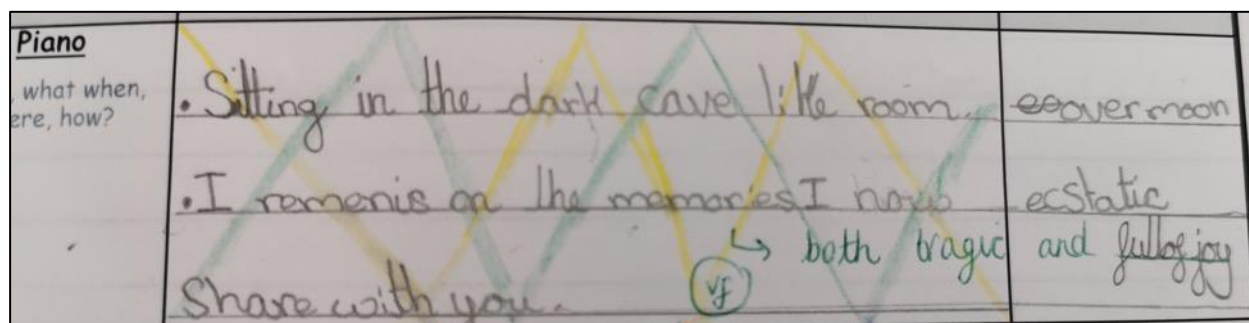
In this example of live lesson feedback, the teacher has evidenced the vocabulary scaffold that she provided to create a more effective piece of planning for writing.

2. Written Feedback

There are two types of marking which need to be used when providing children with written feedback: **Acknowledgement Marking** and **Developmental Marking**.
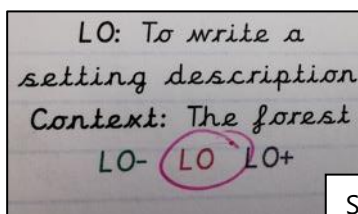
Acknowledgement Marking

All work needs to be at least acknowledgement marked. If appropriate, this could take place during the lesson to provide immediate feedback alongside verbal feedback.

Process:

1. Using a different coloured pen (preferably pink for positive and green for growth), mark using ticks, crosses etc. as appropriate.

2. Assess against the learning objective:
   - If achieved, circle the LO in the title
   - If exceeded, circle the LO in the title and add a +
   - If not achieved, circle the LO in the title and add a –
     (LO- LO LO+ could be presented on a sticker for younger children- please see below)
   - Reward effort and achievement with colourful stamps/stickers/house points as appropriate and when required.
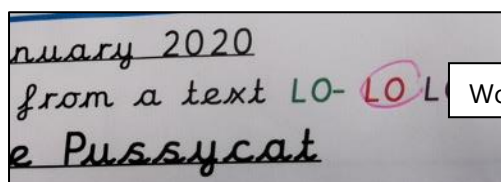
Key Stage One Example of LO Acknowledgement Marking Code
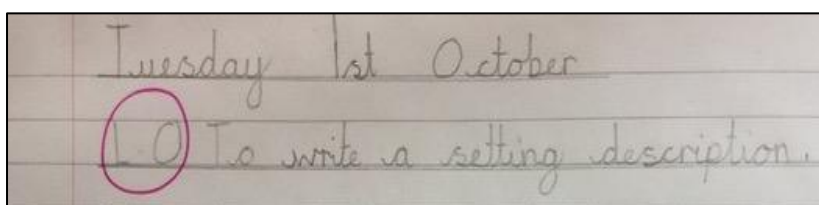
Sticker

The code has been added to a learning objective sticker here so that the book preparation process is quicker. The 'LO' code has also been appropriately coloured to match our 'Green for Growth' and 'Tickled pink' system. This code is also used on worksheets given to the children as a simple indication of whether they have achieved the learning objective.

Worksheet

Key Stage Two Example of LO Acknowledgement Marking Code


Here, the child's written learning objective has been used to indicate whether they achieved the learning in the lesson.
If using a prepared sheet, ensure that the learning objective is clearly written at the top so the code can still be used.

3. There is **no need for a written comment** (e.g. 'Well done for using…') to accompany acknowledgement marking as assessment against the learning objective, as explained in point 2, has already taken place.

4. If any high frequency or key spellings are incorrect, correct a **maximum of three** by identifying the errors using 'sp' preferably in the margin of the book or near the spelling error. Children should write out the correct spelling three times. Please ensure that you check your appropriate year group common exception words (and previous year groups) when correcting key spellings and if there is any subject specific language during theme lessons, that they are acknowledged accordingly. Please see examples below.

Year 1
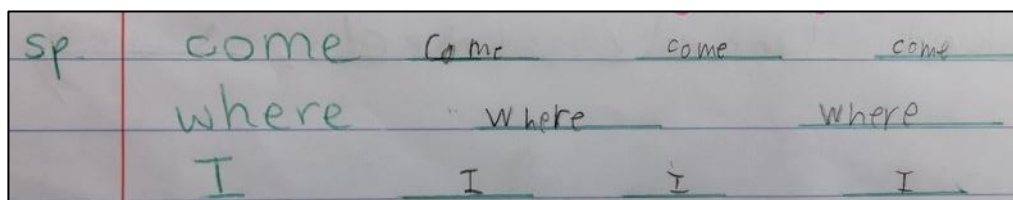
This is an example of effective spelling corrections in Year One. The teacher has clearly indicated where the child needs to make their response.
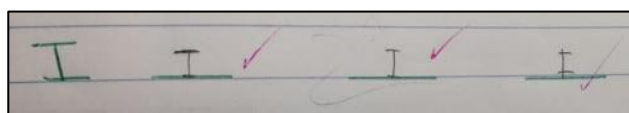
Here is an example of modelling correct letter formation in early KS1. The child has been given a clear outline for where to practise their letters.

Key Stage Two
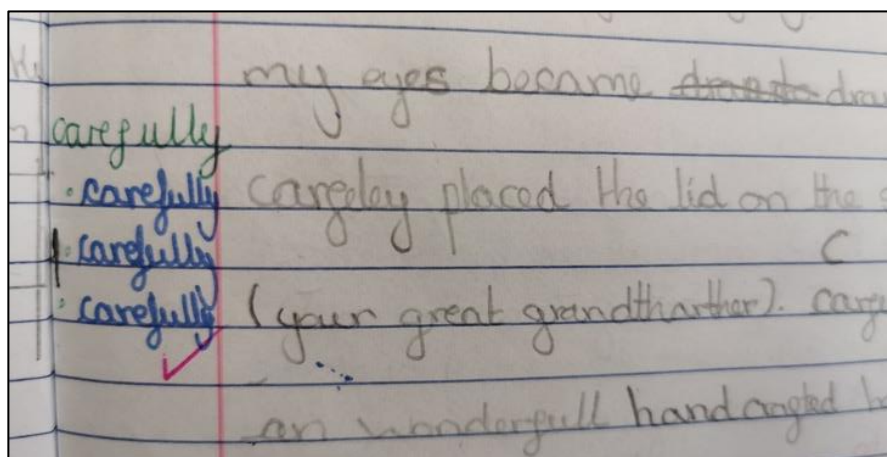
In this example of spelling correction in KS2, the child has been directly prompted to the spelling that needs correcting. They have then responded (using a proof-reading pen) underneath.
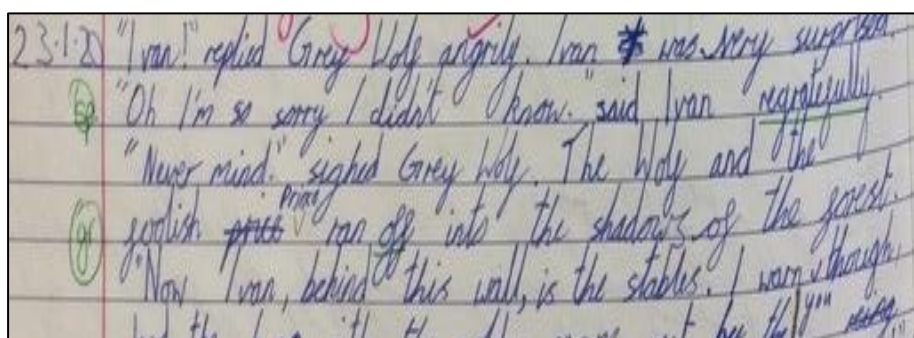
To encourage independence here, the spelling mistake has been indicated in the margin and then underlined with a green pen. To take this further, the teacher could just use sp in the margin to direct the child to independently find the spelling error.

5. **Find it, Fix it!** Identify any basic skills errors (capital letters/full stops etc.) as appropriate – no more than three to four per piece of work. The code is placed in the margin next to the error so children can track through and find their mistake. The children are then given time to correct their errors. This could be done in different coloured pens to make it clear that the changes have been made.

These small sticker prompts have been in used in Year One as a way to introduce children to the Find it, fix it codes. They have visual prompts too to make it clear to children what they have been asked to complete.

Find it, Fix it Codes

Years 1 and 2
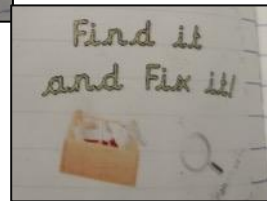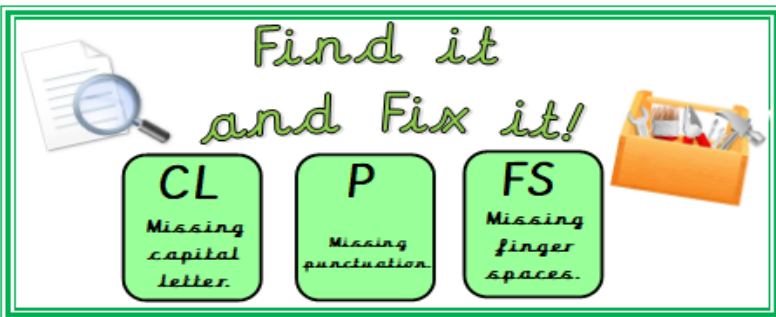
Stickers can be used to serve as a reminder for children to check the codes in their margin.

Years 3 and 4
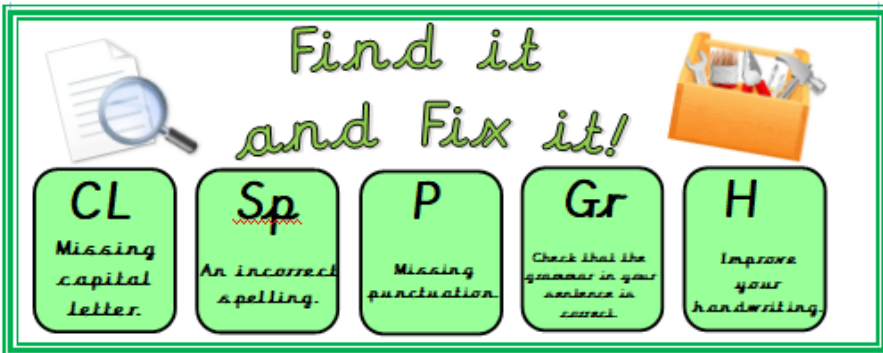
These 'Find it, Fix it' codes are stuck into the back of children's English books so they can remind themselves what each code means. They are also included on flipcharts as a reminder at the beginning of a lesson. Stickers can be used to prompt children to 'Find it and fix it' and sufficient time will need to be planned in to allow for corrections.

Years 5 and 6
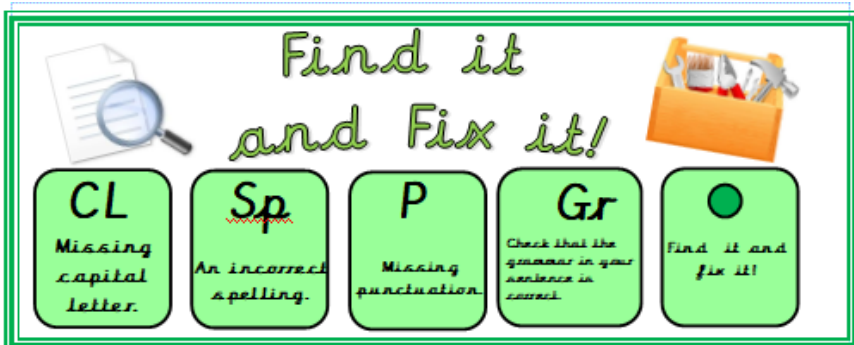
The upper key stage two version of 'FIFI' includes all of the codes with a dot, which encourages children to work out which of the key elements that they are missing in their work. This encourages successful proof reading and promotes a higher level of independence.

Find It, Fix It In Action

Sp . Torak and the wolf ~~traipsed~~ *traipsed* on the mountains. But as they were

V . clinging hardly, there was a sudden ~~bang~~! The wolf ~~whimpered~~ *roar*

with fear. Horrified, Torak crept and climbed. There was a cave

G . a cave ~~not a single trickle~~ of light would enter. The misty↑ *and mysterious*

cave. Suddenly, Torak ~~percieved~~ something else. He saw 2 dots

V . in the distance Torak went in ~~confused~~ *perplexed*, but his father's words

G . crossed into Torak; ≠ mind, " Torak go now! danger is d

shouted his fa but never existed. But it was too late! Th

bear stood up to his legs and roared a deafening sound

G . Petrified, the wolf and ~~Torak~~ *Torak* rapidly strode to the pinnac

of the mountains. As they got there, Torak got out his bow an

V . arrow and ~~quickly~~ *swiftly* aimed for the ~~bear~~ *creature*. But the bear was n

to be seen. Has it gone up? Why hasn't the creature caught up it

Thunder ~~cracked~~! *roared* Torak remembered that his father said always l

back. He looked back and saw the harsh and demon bear. J

6. If children have been supported by a class teacher or TA, record 'TA' or 'CT' in a circle next to the learning objective. If a piece of work does not have the support indicated, it is assumed that the child has worked independently.

Developmental Marking

Developmental marking **is not** expected for every piece of work – only as needed or when appropriate, but at least once a week, for example for an extended piece of writing.

Process:

1. **Celebrating success:**

Identify up to three things that the child has done well. This could be by using a pink pen to clearly underline their successes. Some other strategies could include:

- pink underlining of well-chosen words or punctuation;
- circling a good example of a calculation strategy being used;
- a positive written comment which could relate to specific skills that the children have used in their work.
- Rewarding the children with colourful stickers and Dojos for their successes.
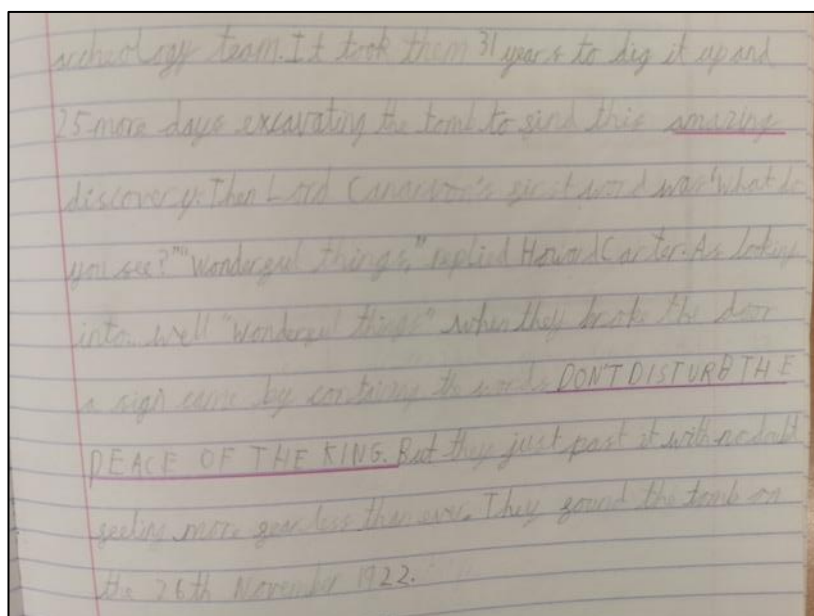
Effective use of vocabulary and punctuation choices have been underlined in pink to make it clear to the child what works well in their writing. This doesn't take over the piece of work and children can instantly see their success.
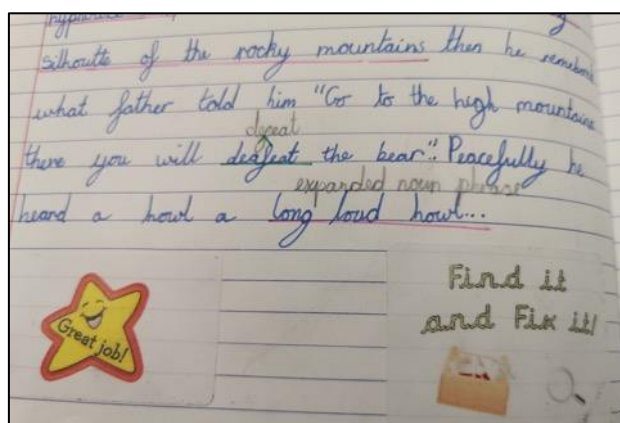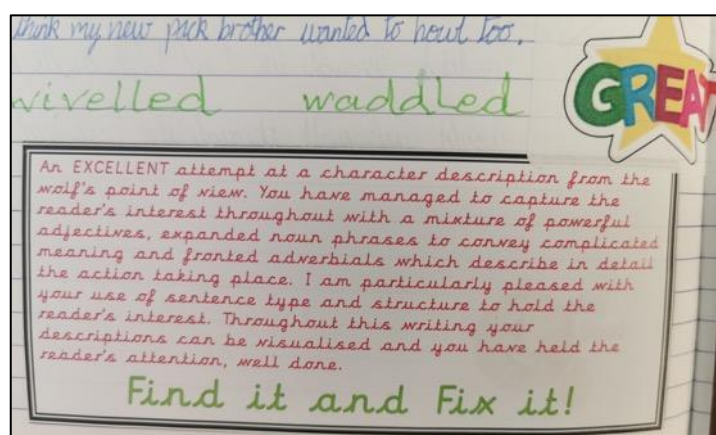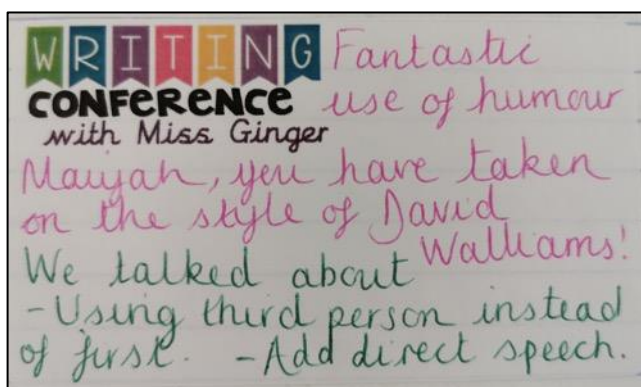

Positive stickers used to celebrate children's achievements.

2. **Next steps**:

Using a green pen, identify and comment on something that the child could do in order to make progress. This could be:
- an edit and improve
- a find it, fix it error
- a next step challenge
- a model or example to address misconceptions
- a reminder about presentation, for example, neater handwriting or letter formation
- an objective on a success criteria that has been unmet and highlighted (ensure that they are age appropriate and clearly differentiated for the needs of the children in your class).
- Use positive phrasing such as 'e.g., "remember to…" and "make sure…", rather than "don't…" or "you haven't…"

Wherever success and improvement comments are shared, either after or during the lesson, learning time should also be given for children to reflect, act or respond to them – this is crucial to actually moving learning forwards over time. If you have written any 'green pen' feedback, remember to go back and acknowledge that the child has answered it appropriately.
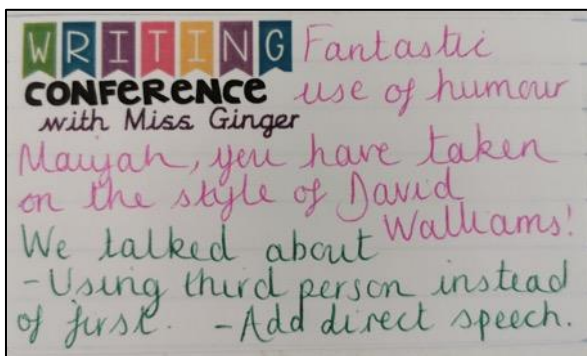
The teacher used a 'student, teacher conference' to give their feedback and next steps in the lesson. The student could then act upon the changes suggested in the time given after the conference. This could be timetabled in as an extra lesson after an extended write activity.
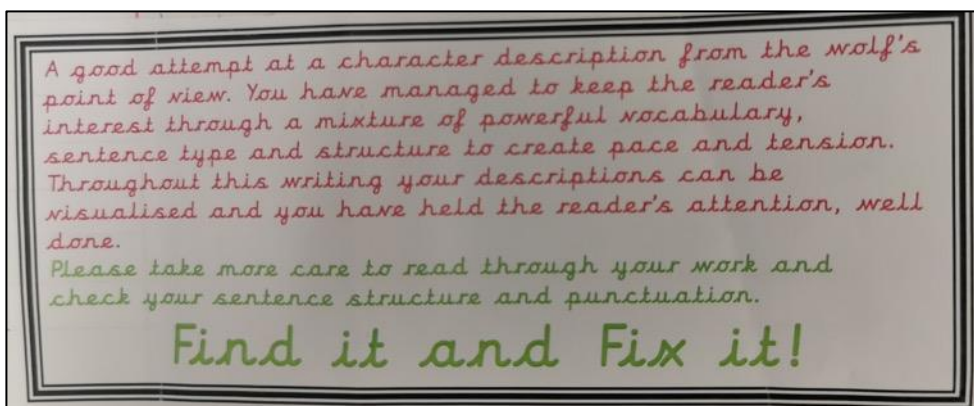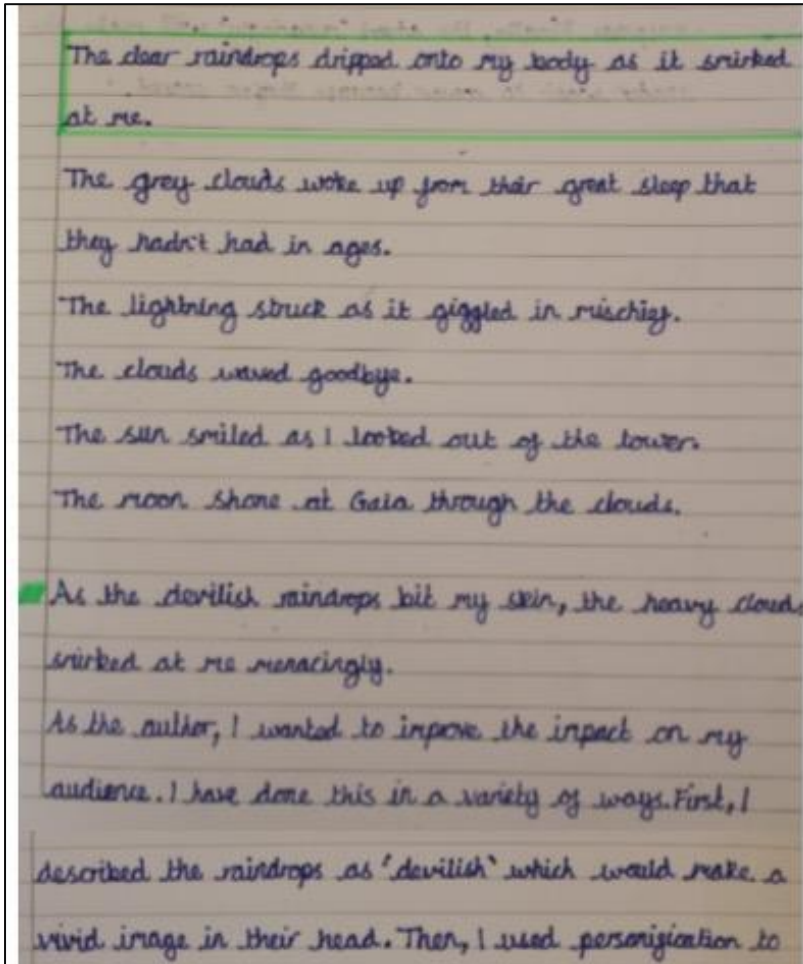

You have thought of some great expanded noun phrases to describe your character, well done.
Choose one of your sentences and extend it with a subordinating conjunction.

Choose one of your sentences and edit it by improving the adjectives or adding a subordinating conjunction.

Green Box Marking

As an editing tool, teachers can use a green pen to focus live/post-lesson feedback. These can be used to address misconceptions, identify next steps, to support redrafting or to discuss a reflection with a child that deepens the learning.

The clear raindrops dripped onto my body as it smirked at me.

The grey clouds woke up from their great sleep that they hadn't had in ages.

The lightning struck as it giggled in mischief.

The clouds waved goodbye.

The sun smiled as I looked out of the tower.

The moon shone at Gaia through the clouds.

As the devilish raindrops bit my skin, the heavy clouds smirked at me menacingly.

As the author, I wanted to improve the impact on my audience. I have done this in a variety of ways. First, I described the raindrops as 'devilish' which would make a vivid image in their head. Then, I used personification to

Here the teacher has used green box marking to redraft a sentence by adding personification and using more effective sentence structure. It is clear that that child has acted upon this below.

Marking Stickers

Marking stickers can be used within either developmental or acknowledgement marking. Stickers can be used to show the learning objective and resources used within a lesson. These can be used across the school and for all areas of the curriculum. They can also be used as prompts for the children to 'Find it, Fix it' and to self-correct.

Marking stickers should be clearly differentiated. They can also include comments which should be specific to skills set out in the learning objective and allow children to extend and develop these skills further. They are an effective way of providing extra challenges for children that they can complete at the end of the lesson.

Super editing and proof reading skills, well done!

What is the difference between proof reading and editing?

Can you add in the correct punctuation?
I couldnt believe my eyes when i saw tutankhamuns tomb exclaimed lord carnarvon

Challenge: Can you re-write the directed speech correctly.

Your mission should you choose to accept it alex, is to capture the cyber criminal - dr unnamed explained mrs jones

You have thought of some super questions to ask Mr Tumnus, well done.

Would you like to meet Mr Tumnus? Explain your answer.

Yes because if I visit him I would ask him why do you have spiky horns.

Peer- and Self-Assessment

Children should be encouraged to self-evaluate their own learning, so they become reflective learners. There should be some evidence in books of purposeful peer- and self-assessment. Self and peer assessment is preferably completed using a coloured pencil crayon or pen.

Examples of peer- and self-assessment include:

- columns in success criteria grids;
- underlining good examples;
- circling accurate work/calculations;
- handwritten comments;
- smiley face etc. next to LO;
- traffic lights next to LO;

Key Stage One Examples

Here, a simple symbol system has been used for the teacher to clearly show what the child has included. These can also be used as a self and peer assessment tool.

Key Stage Two Examples

Here is an example of a review that a child has written about another child's story.

Marking by other staff

Teaching Assistants
If TA has worked with a small group of children, they can acknowledge mark their work and ensure that it is evidenced if extra support has been given. They should also reference in children's books when they have supported a child or group of children with their work by writing or using a stamp that says 'TA assisted work' or similar next to the LO.

Supply Teachers
It is the teacher's responsibility to make expectations for marking clear to a supply teacher. They should be referred to the 'Marking Code' and given any stamps or stickers that may be needed. Supply teachers also need to write 'ST' next to the LO so it is clear which pieces of work they have marked. Mini stickers can also be used to evidence marking completed by a supply teacher e.g. 'This was taught and marked by a supply teacher'.

Student Teachers
Teachers should work alongside student teachers to guide them and model good marking practice. As they continue further into their placement, they should become more confident to mark independently in accordance with the marking policy. Student teachers should also write their initials next to the LO so it is clear which pieces of work they have marked.

<u>Monitoring</u>

This is an agreed, Inspire Education Trust policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale.
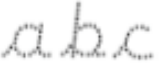
The application and impact of the Feedback Policy will be reviewed within lesson observations and as part of explicit book scrutinies conducted by the school's Senior Leadership Team (SLT) – and supported within phase groups across the school.

Outcomes will be shared to enhance best practice and will also form part of judgements made for professional Performance Appraisal.

<u>Review</u>

This policy will be reviewed every two years by staff and governors.

Appendix 1A: English Marking Code

My English Book

a b c d e f g h i j k l m n o p q r s t u v w x y z

Presentation

a b c	I will write as neatly as I can, using cursive handwriting.
	I will use sharp pencils for my writing.
	I will use a ruler to draw lines.
mistake	I will use a ruler to neatly cross out mistakes.
Monday 30th April	I will write the long date at the top of my page for my English work.
←	I will start my writing next to the margin.
	I will look after my book and not doodle on or inside it.

Marking Codes

Pink Pen Well done!	Something that I have done well!
Green Pen Next steps...	Something to check or improve.
LO-	Learning Objective not achieved.
LO	Learning Objective achieved.
LO+	Learning Objective exceeded.
VF	Verbal feedback.
sp	Check your spelling.
ABC	Check your sentence for missing capital letters.
P	You are missing punctuation.

Appendix 1B: Maths Marking Code

LO	Core Learning achieved (Both workbook and journal)
LO+	Core Learning exceeded
LO-	Core Learning not achieved (Take 2 afternoon or following morning)
Guided Group (Symbol/Stamp)	If children have worked in a guided group- this should be recorded.
TA group (Symbol/Stamp)	If children have worked in a TA lead group- this should be recorded.
Sp (Journals in particular)	Spelling mistake- something to be corrected
Reversed numbers ◯	Circled reversals- children MUST correct.
_____	Can you spot where you went wrong? Could be circled.
Green pen feedback	Anything your teacher writes in green you need to respond to. Challenge questions
VF	Verbal feedback given (Doesn't mean answers need to be changed if discussion has happened.
Take 2 sticker	Adult to provide one to one support as needed.
↑	Moved onto Journal **(If Journaling in the final part of the lesson)**

Appendix 1C: Maths Marking Expectations

Workbooks
- Acknowledgment marking. Children are okay to mark their own books, coloured pencil.
- Teachers must show they have looked through this.
- LO, LO+, LO- must be placed at the point where children have got to.
- Children not expected to complete every question in workbook if they have shown they understand the skill. This should be followed by the ↑to show they have moved onto their journaling. (e.g. LO+ ↑).
- There is no expectation that children need to complete every question from the workbook pages to move on.
- There is no expectation that they need to start from question 1. It may be more appropriate to start at question 2 for some children.
- If children haven't understood, this may lead to Take2, afternoon/morning intervention.
- If verbal feedback has been given during the session VF should be placed next to questions.

Journals
- Development marking (not every session)
- Focus on challenging/developing thinking.
- LO, LO+, LO- to show level of children's understanding demonstrated.
- Green pen questions/areas to focus on to be placed in green. This could be an incorrect piece calculation or misconception.
- Not just more of the same questions but challenging their thinking.
- Ie (LO+ How could you prove...)

Appendix 2: Top tips

o The **quantity** of feedback should not be confused with the **quality**.

o Use positive phrasing e.g., "remember to…" and "make sure…", rather than "don't…" or "you haven't…"

o Avoid using closed questions e.g. 'Can you…?' (Children tend to answer with yes or no!)

o Avoid using repetition e.g., ticking something in a success criteria and then writing the same comment.

o Marking stickers do not have to be produced for every piece of work in theme.

o If a word has been corrected in a previous piece of work, make sure you respond if it is spelt incorrectly again.

o Not all work or every mistake should be corrected. To correct everything with a secretarial approach is usually counterproductive.

o Get children to stick in their own success criteria tick sheets/LO stickers

o If you don't have a pink or green pen to hand, DON'T PANIC! Use a different coloured pen instead.

o Make sure that if you ask for corrections to be made in maths, children don't rub out the incorrect answer, instead write it on the right of the cross.

Reviewed: 01/06/2021
June 2022

Next Review Date: June 2024

Approved by Directors: 4 October 2022

Signed:

_____   _____
Lois Whitehouse   Mark Gore
CEO   Chair of Standards