

Effective Feedback Policy

Rationale

In the past, marking has taken a great deal of the teachers' time whilst not necessarily being very effective. As a school staff, we have found ways to **maximise its effectiveness**, whilst cutting the time it takes teachers - to lessen workload and encourage staff well-being. The purpose of marking is now not to simply show the child or parents that the work has been seen, or to praise or report on the child's errors. Instead marking now aims to promote a 'closing of the gap' between the child's previous knowledge and what they have learnt in order to accelerate progress.

Teacher's marking

Teacher's marking should be a positive learning experience for children, so that in many cases:

- a) They feel their efforts and achievements have been valued.
 - b) It helps them **identify what they have done well**, through **specific comments**, praise and **rewards**.
 - c) It recognises effort as well as achievement, and should be considered within the **context** of the child's abilities and attributes.
 - d) It should help the children identify the next steps in their learning.
 - e) It should welcome a response that furthers the child's learning and addresses misconceptions.
- **"Effective feedback is feedback that causes thinking to take place."** (Perfect Assessment. Gadsby. 2012).

It is the responsibility of teachers to ensure that **children feel comfortable making mistakes** as they are learning. This should be promoted as part of the classroom ethos which underpins the children's attitude to marking. Furthermore, teachers must give time during lessons to allow children to respond thoughtfully to the marking and feedback by responding to next steps and editing their work accordingly.

Children's marking

Feedback is deemed most effective when it is an **active process** that heavily requires the involvement of the child. Therefore, children are taught to mark their own work, as facilitated by the teacher, and attempt to correct their own mistakes and address misconceptions, building on the philosophy that mistakes are vital to the learning process. Children are given the opportunity to develop strategies that enable them to give **constructive feedback** to their peers, thus engaging them in an active thought process. Finally, children are expected to **respond to marking** in **responding red pen** and see this as an opportunity to further their learning.

Teaching Assistants Marking

In addition, teaching assistants are a vital part of this process, as their supportive role within the classroom enables them to give feedback, either verbal or written, which the child can respond to instantly, often whilst the teacher is delivering the lesson. To distinguish between teacher, teaching assistant and child's marking teaching assistants mark in **purple**. Their marking involves delivering feedback to the child alongside providing important assessment information for the teacher. (Appendix 1)

Agreed Approaches

Feedback is usually delivered in **PINK** and **GREEN**.

Praising in Pink – Positive comments that are specific, allowing the child to identify exactly what they have done well.

- ✓ Indicates the task is achieved.

We make comments **positive** by:

- Giving specific praise related to effort and achievement.
- Giving rewards e.g. house points and stickers.

Green for Growth – Actionable comments that further learning e.g. targets and next steps.

Headteacher: Miss S McGann

Deputy Headteacher: Mrs K Saunders

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- Indicates the task is not achieved.

We make feedback **actionable** by:

- Phrasing feedback in a way that requires a response when relevant, through writing comments as commands or further questions to be answered.
- Making explicit 'read and respond' time for children to respond to marking.
- Linking to learning objectives/questions, targets and previous learning.
- Encouraging self-assessment and peer-assessment through a variety of strategies as agreed between the teacher and pupils.
- Using assessment strategies in books such as success criteria, pre-assessment strategies and target sheets to focus on 'closing the gap' between their previous knowledge and what they have learnt.

Read and Respond

We follow a 'read and respond' policy.

A variety of effective feedback strategies will be implemented in order to ensure the feedback is actionable e.g. dot marking, highlight to re-write, verbal feedback, star and a wish etc. It is the teachers' responsibility to ensure the feedback is delivered in a way that is actionable to a child.

The teacher must ensure:

- Time is set aside for 'read and respond.'
- The teacher checks the child has read and responded when next marking.
- 'Read and respond' becomes a habit for children before they begin their next piece of work.

Frequency of Marking

- English and Mathematics should have some written comments, extension questions either written or through dot marking and other strategies that require a response. This may be in the form of a correction but this may not be appropriate for every piece of work.
- For other subjects teachers should use their judgement to decide which feedback strategies would be most effective to further learning.
- Teaching assistants have been trained to mark according to Appendix 1.
- Supply teachers who mark the work should mark in pink and green and sign it.

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Presentation

Pupils should be encouraged to present their work neatly, including high standards in handwriting, at all times with the title and date (near left hand margin) clearly underlined.

Pupils should be clear about the learning intention / question of the lesson and the steps to success which will enable them to meet them. However, they should not spend protracted time copying either of these out.

A meaningful use of time is to give to all pupils, during or at the end of the lesson, time for self or peer assessment in **responding red pen**. This will then inform teacher planning.

Other Comments

Marking should be completed in **praising pink** and **green for growth**, so that it stands out from the children's work and is easily seen and checked. Pupils work should be completed in pencil or dark blue or black pen. Children can respond to feedback and edit work in **responding red pen**.

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When pupils correct work, they must not rub out their original work, but add corrections separately in **responding red pen**.

Codes can be used alongside comments to draw children's attention to the type of error they have made. These are listed below:

VF	Indicates the child has received Verbal Feedback.
AS	Indicates the child has received Adult Support.
SP	Spelling
✓✓	'I like this!'
^	Missing word
//	New Paragraph

Further guidance for teachers and children can be found in Appendix 2.

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Appendix 1

Connaught Junior School Feedback Guide for Teaching Assistants

- ✓ Indicates the task is achieved
- Indicates the task is not achieved
- VF Indicates the child has received Verbal Feedback
- AS Indicates the child has received Adult Support
- * Indicates a positive comment
- └─┘ Indicates a Next Step.

If I need to let the teacher know how the child is getting on:

/ If they are beginning to understand the learning objective. (Beginning)

∧ If they nearly understand the learning objective. (Developing)

△ If they have completely understood the learning objective.
(Embedded)

Make sure the children respond to your feedback in **responding red**.



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Appendix 2

The Connaught Junior School Feedback Guide for Children When my teacher gives me feedback, what does it mean?

My teacher will praise me in **PINK**.

✓ Means I have achieved the task.

✓✓ Means I have done something really well.

My teacher will give feedback in **GREEN** for growth, to help me identify my next steps.

• Means I have made a mistake.



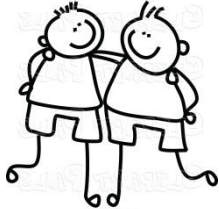
SP Means I need to correct my spelling.

^ Means I have missed out a word.

// Means I need to start a new paragraph.

VF Means I have had Verbal Feedback.

AS Means I have had Adult Support.

I am expected to respond to my feedback in responding RED .	
I may be asked to mark my own work in responding RED .	
I may be asked to give useful feedback to my peers in responding RED .	

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