



## **Feedback Policy**

### **Introduction**

*"Feedback is one of the most powerful influences on learning and achievement"*

Hattie and Timperley, 2007

At Studley St Mary's we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise its effectiveness. Our policy is underpinned by evidence of best practice from the Education Endowment Foundation whose research shows that effective feedback is:

- Dependent on high quality instruction and modelling
- Be specific, accurate and clear
- Be given sparingly so that it is meaningful
- Dependent on the motivation, confidence and trust that the pupil has with the person giving the feedback.

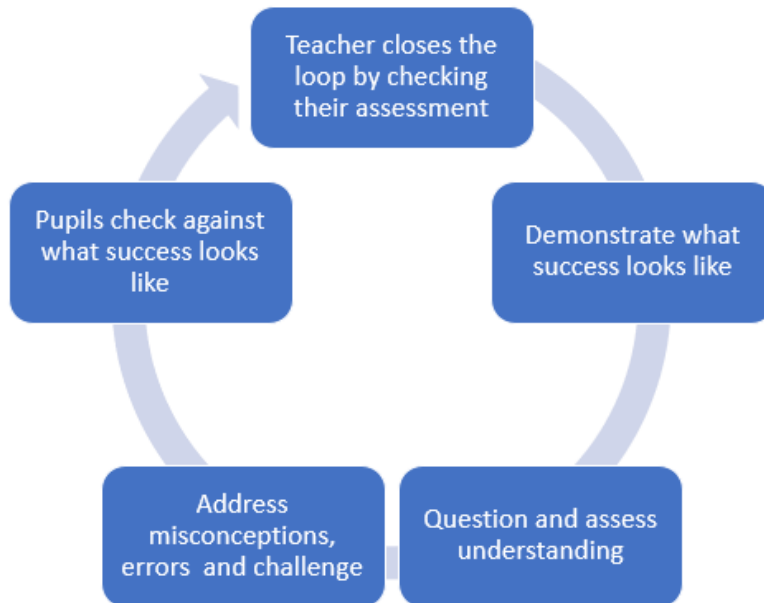
As the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor, we aim to find alternatives to onerous written marking which provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable and motivating.**

### **Key Principles**

Our policy on feedback has at its core a number of principles to ensure that it is both manageable and sustainable:

- 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 teaching is **most effective**;
- feedback is part of assessment processes in the classroom and takes many forms.
- 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 impacts on future learning. When work is reviewed, it should be acknowledged in books.

## The feedback loop



## Feedback and Marking in Practice

It is vital that teachers:

- 1) Demonstrate what success looks like,
- 2) Check for understanding,
- 3) Intervene at the point of challenge or misconception
- 4) Evaluate the work that children undertake in lessons
- 5) Use the information obtained from this to **adjust their teaching**.
- 6) Check pupil self and peer assessment and respond if necessary

During 1) Demonstrating what success looks like, teachers will

- A) explain the learning objective
- B) explore how the children will know that they have been successful (success criteria)
- C) identify secretarial elements that must be in place eg date correct, key vocabulary spelled correctly etc

## Peer and self assessment

This is a critical part of the feedback loop.

The sentence stems below can be used to support children in reflecting on their success in meeting the learning objective:

*I think I have \_\_\_\_\_ because \_\_\_\_\_*

*I now need to \_\_\_\_\_.*

*I need to improve \_\_\_\_\_.*

*I need to remember \_\_\_\_\_.*



## Marking in different subjects

Teachers and TAs must mark in *green*

Pupils must mark in *red*

### Maths

Feedback in maths will be predominantly **verbal feedback at the point of teaching**. Work in maths will be self-marked during the lesson, allowing pupils to self-reflect. Adults will remodel questions where misconceptions or errors are identified for pupils to continue/correct. Meaningful reflections on their learning can be recorded by the pupil. Pupils will use **RED** pen for self-marking.

### English- reading tasks and SPaG tasks

Feedback will be predominantly **verbal at the point of teaching**. A lot of this work can be self-marked in RED pen, allowing pupils to reflect on their learning. This must be checked by the teacher to ensure pride in presentation and that self assessment is accurate

Teachers and pupils must ensure they check this work for errors in spelling, grammar and punctuation. (See below)

### Writing

All independent, extended writing in English will need a checklist of features for the pupil and teacher to tick. This checklist must be stuck in underneath the piece of writing.

Teachers should check the writing for errors in spelling, grammar and punctuation appropriate to the age and ability of the child. No more than FIVE spelling errors should be identified. Spelling errors should be corrected by the pupil and written underneath the piece work.








### Foundation Subjects

These should be marked regularly in a way appropriate to the task and learning objective– this can take the form of written, verbal, peer or self-assessment.

**When the task is a piece of extended writing, errors in grammar, punctuation and spelling must be marked appropriate to the age and the ability of the pupil.**

**The following symbols should be used to mark grammar, punctuation and spelling:**

Margin Symbol	Meaning
<b>p</b>	Correct punctuation (sometimes accompanied by clue eg - CL . ! ? , : ; ‘ ” )
<b>g</b>	Correct the grammar

	Correct the spelling using a resource (eg word mat, working wall, dictionary)
	Improve the vocabulary
	Add in the omitted word
	Insert to show where a new paragraph should be
	Incorrect word usage
	Find the error on this line and edit/improve (summer term)
	Impressive punctuation, vocabulary, conjunction, opener, use of clauses

**See APPENDIX 1 for further guidance on marking in books**

Marking codes should be displayed and shared with pupils. These also need to be used when work is peer-marked.

**Policy Monitoring, Review and Evaluation**

Marking and feedback will be monitored by subject leaders, SLT and Governors through:

- Lesson observations/learning walks
- Book scrutiny
- Pupil discussion
- Moderation

The policy will be reviewed Termly during the 2022/2023 academic year by subject leaders and all staff to ensure that it is effective.