Quinton Church Primary School

Feedback Policy

Date	September 2022
Date for Review	September 2023

Fullness of life for all, through working together with the love of Christ.

Our Christian Vision at Quinton Church Primary School

This policy is embedded in our school's vision: Fullness of life for all, through working together with the love of Christ.

At Quinton Church Primary School, we believe that everyone should have life in all its fullness. Therefore, our aim is for everyone to be part of our **Christian community** where everyone is happy, safe and supported, feels **loved** and demonstrates kindness; understands **justice** and shows fairness to all; and receives high quality education and is empowered to live life to the full (John 10:10).

In our diverse community life - in the classroom, playground, staff room, and the wider community- our core life is one set on the belief that we are created by and in the image of a generous, loving and creative God who has justice for all at the origin of His being. We are humans created equally by this loving God whose desire for us is to experience life in all its depth and complexity, as well as to reach our full potential.

It is because of who God is that drives our whole school to seek the development of a community that is distinctive in its Christian core. In every part of the school experience, we want everyone to be happy, safe and supported, feeling loved and valued, experiencing fairness and equality, just as God has demonstrated this to us through the living example of his son, Jesus Christ.

As a school we are inspired by the instruction in Micah 6:8 "The LORD has told us what is good. What He requires of us is this: to do what is just, to show constant love, and to live in humble fellowship with our God."

Therefore, we will aim to demonstrate and encourage a life that understands justice and shows fairness in every circumstance; shows love to all, demonstrating kindness in every way; and living in recognising God in each other and in our community.

To support our vision, we have three overarching Christian Values: Be kind, Be fair, Be thankful.

Rationale

"Effective marking is an essential part of the education 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. This can often be achieved without extensive written dialogue or comments."
"In summary, we recommend that all marking should be meaningful, manageable and motivating. This must be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DFE)." Report of the Independent Teacher Workload Review Group March 2016

At Quinton Church Primary School, we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written feedback, and of the research surrounding effective feedback.

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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 students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, Quinton Church Primary School promotes 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. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Through the available research and implementing this policy, we are enabling our pupils and staff to experience life in all its fullness.

Key Principles

Our policy on feedback has at its core a number of principles:
•	The sole focus of feedback should be to further children's progression through the curriculum and to empower children to take ownership for improving their work;
•	Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
•	Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
•	Feedback is provided both to teachers and pupils as part of the teaching and 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 informs teaching and has a positive impact on future learning.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Embedding the principles of effective marking (Report of the Independent Teacher Workload Review Group March 2016)

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. Marking should serve a single purpose – to advance pupil progress and outcomes. Oral feedback, working with pupils in class, reading their work all help teachers understand what pupils can do and understand.

Manageable:

The time taken to mark does not always correlate with successful pupil outcomes and leads to wasted teacher time. Examples of disproportionate marking practice include: extensive comments which children in an early years' class are unable to read, or a written dialogue instead of a conversation. If teachers are spending more time on marking than the children are on a piece of work then the proportion is wrong.

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 or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work. An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. But there are many ways to do this without extensive marking. And too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building. Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Feedback in practice

It is vital that teachers evaluate the work that children undertake in lessons and use this information to inform and adjust their teaching. Feedback occurs at three stages in the learning process:

1. Immediate feedback – at the point of teaching (preferred method)
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially

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for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to adapt further teaching.

At Quinton Church Primary School, these types of feedback can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	• Involves the teacher gathering and responding to ongoing assessments whilst teaching e.g. using children's responses to questioning, mini-whiteboards, book work, talk partners, • Takes place in lessons with individuals or groups • Often given verbally to pupils for immediate action • Often includes live feedback through highlighting and annotations according to our feedback policy • May involve use of a teaching assistant to provide support or further challenge • May involve providing or removing resources or scaffolding • May involve re-directing or adjusting the focus of teaching or the task	• Evidence of children's learning over time demonstrates progress • Evidence of consistent implementation of feedback policy • Children responding to feedback by reviewing / editing / correcting their work eg using a purple pen to edit or correct work • Children's responses in class evidence clarification of previous misconceptions or deepening of understanding. • Might include evidence that children are becoming increasingly able to reflect on their learning, self-correct, self-assess and improve their own work over time
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer-assessment against an agreed set of criteria • May guide a teacher's further use of review feedback, focusing on areas of need or further challenge.	• Lesson observations/learning walks • Use of pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected by the focus of review feedback
Review	• Takes place away from the point of teaching • Highlighting of Learning Objective (and marking of success criteria when appropriate) • Implementation of feedback code including highlighting / written comments (only when necessary) / feedback code symbols for pupils to read and respond to (directly or indirectly) • Provides teachers with information to	• Acknowledgement of work completed • Written comments and appropriate responses/action (only when these are appropriate and necessary to support progress) • Adaptations to planning including groupings, teaching sequences and tasks • Annotations including target

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	inform assessment • Informs teaching of future lessons through planning, grouping, resourcing or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action	setting, future groupings / support, corrections (if appropriate and necessary).

Feedback Approaches

Teachers will use evidence from ongoing assessment in lessons to inform their formative assessment judgements against the learning objective (LO) for each lesson.

Code	Explanation
Green Pen	Used to provide immediate feedback and model work to pupils.
Green/Yellow/Pink highlighter	A dot is to be placed next to the LO. Green identifies the LO is achieved, yellow the LO is not fully achieved and pink identifies that the LO is not achieved and additional support is required. This is based on AfL from the teacher and will be used to inform the next lesson.
Green Highlighter	Used to indicate correct answers/good examples
Pink highlighter	Used to highlight a correction or something a child needs to re-visit. E.g. a wrong tense used or a spelling mistake you want the child to correct.
^	Missing word (writing only)
Purple pen	Self-Marked
VF	Verbal Feedback
S	Adult support provided

All pieces of work will be reviewed and acknowledged in some form by class teachers before the next lesson. This includes implementing the feedback code symbols and highlighting assessments of LOs.
A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. Teachers will plan sufficient time in lessons for children to respond to review feedback so that it supports children's learning effectively and facilitates improvement. Teachers will plan future teaching and learning to support and enable children to achieve targets that are set for them.

Where possible, pupils will be provided with answer sheets so that they can self and/or peer mark.

When groups of pupils have a common need, it may be appropriate for teachers to adjust planning or grouping rather than setting an individual target. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning an individual target will not be necessary.

Marking and feedback for pupils with SEND

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Reasonable adjustments can be made to meet the needs of pupils with additional needs and should be used at the discretion of teachers or provided as recommendations from outside agencies such as Pupil School Support (PSS), Educational Psychologist (EP). This may include tools such as highlighting modelling where pupils may have to complete letter or number formation over a highlighter pen (orange or green) as long as they represent the model of our handwriting policy and guide.

Mathematics:

Where possible, pupils will be encouraged to self and/or peer mark. Pupils should be provided with a set of answers throughout the lesson to encourage self-checking (pupils complete a set of questions and check accuracy before moving on). Teaching staff will need to check the accuracy of self-marking throughout the lesson and when completing the review document.

English:

English (writing, phonics and reading) lessons will be marked differently depending on the teaching sequence. For example, in a writing lesson where pupils are rehearsing skills, it is acceptable for self-marking. Where pupils are completing a piece of extended writing, both verbal and written feedback should be completed. When providing feedback on a first draft extended write, staff should in EYFS and KS1, highlight work using the codes above. In KS2 staff should highlight in the margin to indicate that there is a mistake somewhere on that line- this will encourage independence and develop editing skills. Once the first draft is completed, the next lesson should be a 'help desk' lesson where pupils have an opportunity to respond to feedback. When editing, pupils are to edit in a purple pen (this will apply to science and curriculum books). As the writing learning journey can often take place over several lessons, it might not always be appropriate for teachers to put a dot next to the LO every lesson.

Self and Peer Assessment

Self and peer assessment is to be used at the end of a unit of learning to assess their understanding. Pupils should be provided with a checklist to assess against.

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