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Thongsley Fields Primary & Nursery School

Feedback Policy

Teaching & Learning

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Feedback Policy

1. Introduction

Feedback is an integral and important part of teaching and learning. At Thongsley Fields, our aim is to create a culture of rich and effective feedback between teachers and pupils in order to support great learning using those approaches which research and evidence suggest are the most useful.

Ultimately, feedback should be of most benefit to the learner and is a key part of what Dylan William terms '**Responsive Teaching**'.

This policy also recognises the significant time that written feedback can take and therefore seeks to make the most effective use of teacher and support staff time. In order to do this, it incorporates the findings of the Independent Teacher Workload Review Group.

Our policy is underpinned by some of the findings from the EEF Marking Review in 2016 as follows:

- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
- Awarding marks or grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with the number of marks or grade level at the expense of a consideration of teachers' formative comments.
- The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress.
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.
- Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better.

Notably, the Department for Education's own research into teacher workload has highlighted written marking as a key contributing factor to workload. Recommendations from the EEF and those of the DfE's expert group 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.

2. Key Principles

Feedback should:

- Be an integral part of the process of 'responsive teaching' which is evident in all lessons.

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- Be a two-way process: teachers will learn and be able to adapt their instruction from the feedback they receive from children within lessons; children will be able to learn from effective feedback that they receive.
- Take place at the earliest opportunity to have the greatest impact on learning: feedback delivered in lessons is more effective than comments provided at a later date.
- Primarily be a verbal process that takes place between teachers and children: we do not provide additional evidence for external verification.
- Include written comments (marking) on occasions where it is appropriate.
- Be given where there is time and opportunity for children to respond to the feedback they have received.
- Look different in different year groups across the school and be 'age-appropriate': written comments must be accessible to children according to age and stage of development.
- Be based on a thorough understanding of the individual children and their learning.

- Although this policy aims to reduce the amount of written comments made, we still expect that teachers spend time reading children's work regularly and carefully in order to understand each child's needs and inform future teaching.
- Reviewed work should be acknowledged.

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 that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

3. Providing feedback to children

Effective feedback takes place as close to the point of teaching and learning as possible. It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to adjust their teaching. The timing of feedback can be categorised into the following three stages:

1. **Immediate feedback** – which takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.
2. **Summary feedback** – which may take place at the end of a lesson or shortly after, often as part of a plenary for example. It may involve some form of self or peer assessment.
3. **Distance feedback** – takes place away from the lesson and provides feedback to the teacher about how well children have understood concepts or applied the skill. This in turn informs planning for future learning opportunities which may include written comments (marking) or the use of annotations/Post It™ notes/crib sheets to focus on the next steps for individuals or groups.

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4. What does feedback look like?

Type	What it might look like	Evidence (for observers)
Immediate	<p>Takes place within lessons as part of teaching:</p> <ul style="list-style-type: none"> • Includes teachers gathering feedback from verbal responses, mini-whiteboards, book work, etc. • Takes place in lessons with individuals, small groups or the whole class. • Is given verbally or appropriately signalled so that the impact can be immediate. • May be given by teaching assistants, other adults or peers. • May involve further support, challenge or a change of task. • May re-direct the focus of teaching or the task. • May, but does not need to be evidenced by way of highlighting/annotations or other written comments. 	<p>Classroom Observations and Learning Walks.</p> <p>Teachers may make notes whilst they are in the process of teaching.</p>
Summary	<p>Takes place at the end of a lesson or activity:</p> <ul style="list-style-type: none"> • Usually involves groups or whole classes. • Provides an opportunity for evaluation of learning in the lesson. • May take the form of self- or peer- assessment against an agreed set of criteria. • May involve strategies such as ‘exit’ questions. • In some cases, may guide a teacher’s further use of <i>distance feedback</i>, focusing on areas of need or particular interest. 	<p>Classroom Observations and Learning Walks.</p> <p>Evidence of self- and peer- assessment, highlighting, green pen for written comments or the use of highlighter pens/pencils within books.</p> <p>May be evidenced in adaptations of planning/next steps or marked on crib sheets, etc.</p>
Distance	<p>Takes place away from the point of teaching:</p> <ul style="list-style-type: none"> • Provides teachers with opportunities for assessment of understanding. • Leads to adaptation of future lessons through planning, grouping or adapting tasks – teachers may group books into different piles to identify where ‘group feedback’ is required in the next session. • May lead to targets being set for pupils’ future attention, or immediate action. 	<p>Monitoring of pupils’ books, planning and through professional discussions between teachers and leaders.</p> <p>Work is acknowledged.</p> <p>Spellings, grammar and calculation errors will often be corrected.</p> <p>Written comments may be evident.</p> <p>Adaptations to teaching sequences evident within planning.</p> <p>Use of annotations / Post It™ notes / crib sheets to indicate future groupings or next steps.</p>

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5. Written Comments – ‘Marking’

The majority of recorded work will be ‘marked’ in some form. This could simply be acknowledged with simple symbols such as a tick or the highlighting of learning objectives when teachers read and review children’s books which they are expected to do regularly throughout each school week. It is expected that **there will be a number of opportunities for marking-feedback loops across the curriculum each week** where relevant spelling, grammatical, arithmetic or calculation errors are the focus or the use of the marking codes are applied. Children should also have the opportunity to respond appropriately as determined by teachers. **Presentation issues and the application of handwriting should also be picked up regularly** through this process.

Evidence suggests that time spent on acknowledgement marking is unlikely to enhance pupil progress and so this process should be time efficient. **Time is better spent using feedback to inform future planning to address misconceptions.** For this reason, the use of written comments will be kept to a minimum. In place of this, we use a combination of marking crib sheets, success criteria and one to one feedback conversations.

In Early Years & Key Stage 1, distance marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity. **There is no requirement to evidence verbal feedback by any code or through the use of a stamp.**

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. **Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, written comments need not be made.**

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children’s achievements to be recognised and provide further guidance for future learning.

As part of the feedback loop, follow up tasks may be set. These may require children to reflect on learning, broaden their understanding or apply their knowledge.

Written Feedback Codes and Symbols

Where written marking or annotations are appropriate, the intention is that **minimum teacher time should lead to maximum outcomes.** The core feedback codes are set out below, although some additional age-appropriate elements may be included in some phases of the school.

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Teachers (including supply teachers) and support staff are expected to use green coloured pen and model age-appropriate handwriting when marking children's work. Children are expected to edit and correct using a purple coloured pen or pencil.

Annotation	Meaning
<i>sp</i>	<p>Incorrect spelling. This will be used selectively when marking work, focussing on spelling patterns which should either have been secured already, or represent a pupil's next step in spelling development.</p> <ul style="list-style-type: none"> • In KS1, this may be accompanied by the correct spelling and pupils may be asked to write out the correct spelling underneath the piece of work. • In KS2, this may be used in the margin with pupils being expected to find the error and correct spelling using a dictionary, word mat or similar resource (with support where necessary).
//	<p>New line or paragraph needed here.</p> <ul style="list-style-type: none"> • In KS2, this may be identified explicitly or used in the margin with pupils being expected to find the appropriate location (with support where necessary).
^	<p>Missing word(s) or letter(s).</p> <ul style="list-style-type: none"> • In KS2, this may be identified explicitly or used in the margin with pupils being expected to find the appropriate missing word(s) (with support where necessary).
<i>p</i>	<p>Punctuation error. This will be used selectively when marking work, focussing on punctuation which should either have been secured already, or represent a pupil's next step in their development.</p> <ul style="list-style-type: none"> • In both KS1 and KS2, this may be accompanied by the correct punctuation or the pupil will be expected to find the error and make the necessary correction themselves (with support where necessary).
<p>Further symbols / codes may be used in a manner which relates directly to success criteria used in the planning of written work, e.g. TV to indicate use of technical vocabulary or an appropriate symbol to indicate the need for finger spaces, etc.</p>	
<p>Teachers may also choose to use further symbols / codes to support assessment or planning for future learning, e.g. S (supported), I (independent) or G (guided group) to indicate the level of support provided or coloured dots / spots to indicate future groupings.</p>	

Appendix A

Guidance for staff

Proof reading and editing in writing lessons

Most writing lessons will usually be followed up with some form of an editing session where children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses.

Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or badly at something, s/he will make a note and use these in the lesson as a teaching point.

An editing lesson may be divided into two sections:

- Proofreading - changing punctuation, spelling, handwriting and grammar mistakes.
- Editing - improving their work to improve the composition.

The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson.

The teacher will share extracts from pupils' work, using either the visualiser or by typing out a few lines and displaying them on the interactive whiteboard/screen, at first showing good examples of work. For example, within the proof reading section, the teacher might 'showcase' someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. Then s/he might share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proof read their work, checking for similar errors and putting them right. Children may sit in mixed ability pairs and support each other in the identification and correction of mistakes.

Within the editing section of the lesson, for example, the teacher might show a different couple of pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less good

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example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. Then, in their pairs, they might read each other's work together and suggest improvements, alterations and refinements, which the author of the piece then adds – in purple pen to help the teacher see what changes the child has made.

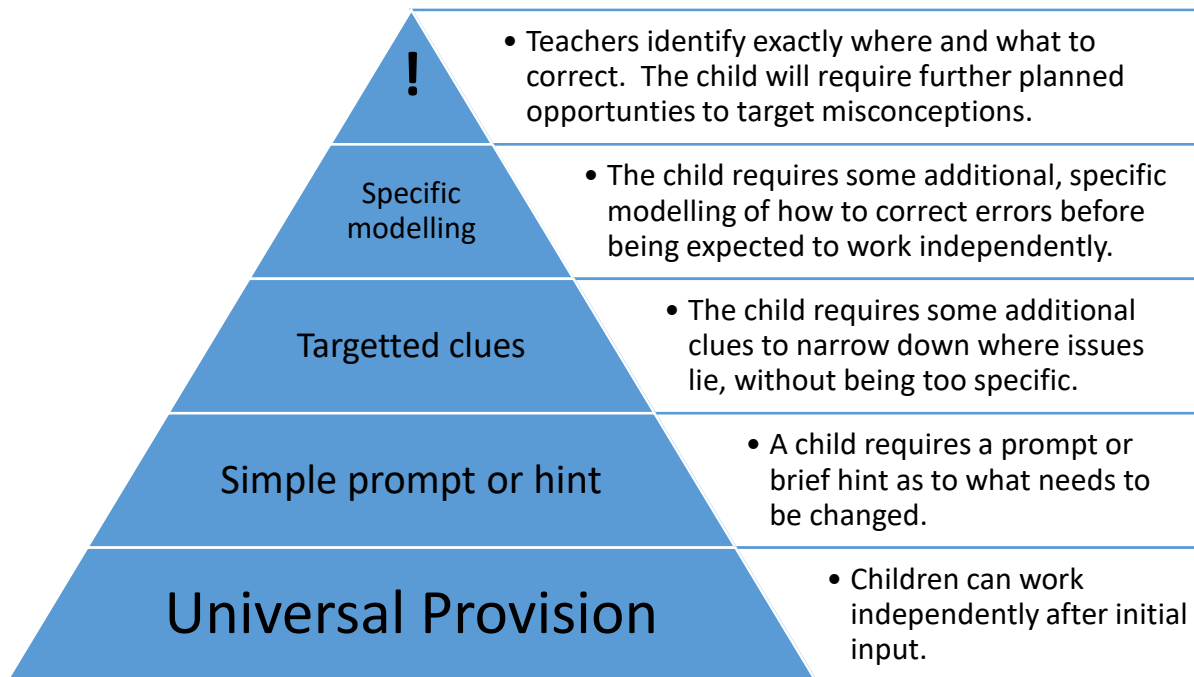
Intervening when children find editing hard

A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1 in particular may need more support as they learn to become more independent, although many young children are quite capable of editing and proof reading independently after effective teacher modelling.

As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. Some children may need a gentle prompt to narrow down their focus when looking for mistakes, for example a written comment or symbol alerting them that there are some missing full stops, without telling them how many or where. Alternatively, a simple pointer e.g. 'description' perhaps or 'ambiguous pronouns' or 'figurative language' or 'and then' with a red cross through it. This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson. Others might need even more support and need to be provided with clues to help them. For example, the teacher might need to place symbols on specific lines or locations in the margin or draw a box around a section of text to narrow down the search area for the pupil, alongside a comment that there are speech marks missing or tenses jumped or the same sentence structure over-used. They might need to be even more specific and write a comment at the end of a piece saying there are 8 run-on sentences or 5 instances of non-standard English. In KS1 and for some Reception children, premade stamps or other symbols may be useful to prompt children to look for certain mistakes. Equally, 'Crimes Against Writing' prompts (see Appendix B) may be useful with KS2 classes and individuals until these basic skills are securely in place. Certain individuals may need to carry on referring to these longer until the checklist is thoroughly internalised.

Where mistakes are deeply entrenched, or the children are very young and/or lack confidence, the teacher may need to do some direct work modelling how to overcome these: for example, to clear up the confusion with apostrophe use. The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs. However, **what the teacher will not do is use a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil** for thinking hard about how to improve.

The minimal marking triangle



Teachers should **begin with the assumption that all children can work independently given effective prior input** and only increase the amount of intervention if the pupil is really struggling without it. Give children take up time; let them struggle for a short time but above all, ensure that they are the ones who are doing the hard work; not you!

Sometimes it is the children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an ever better piece of writing might look like. For example:

- Set group or individual challenges, “before you’ve finished editing, you need to have...”
- Use their work in modelling and then expect them to do the same.

Feedback in maths

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from the daily ‘do now’ sessions at the start of lessons in KS1 and lower KS2. This information should be used to revisit areas where learning is not secure within maths meetings. ‘Check its’ given at least 3 weeks after teaching a unit and end of unit tests also

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provide vital feedback to the teacher about areas that might need more teaching for certain individuals either in class or through an intervention.

In terms of day to day maths learning, in KS2, teachers should have the answers to problems available, and after doing 4 or 5 calculations, children should check their answers themselves. That way, if they have got the wrong end of the stick and misunderstood something, they can alert the teacher immediately. Another benefit is that less confident children might want to start at the easiest level of work provided, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level. Another strategy teachers can use is to get children to compare answers in a group and where answers do not agree, challenge each other and try and find where the other person has gone wrong.

Where children are more confident and finish their work slightly earlier than others, they can consolidate their learning by 'marking' other children's books. When they do this, the crucial step is that they should not take their own book with them and just read off the correct answer. They should do the calculations again – faster and possibly mentally – so in effect doing the work twice thus getting the sort of over-learning that leads to solid long-term retention.

The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Children need to be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt. When you think deeply about something, it is much more likely to get stored in your long term memory, available to be recalled at will. As Daniel Willingham says 'memory is the residue of thought.' So as an alternative to providing the answers, teachers should sometimes use the visualiser to model ways of checking and then expect children to do the same, in effect 'proof reading' maths. So for example, children might repeat a calculation in a different coloured pen and check they've got the same answer. For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should model how children can use the inverse operation to go and check they get back to where they started.

With 2 or 3 part word problems, a classic error is to give the answer as the first part of the problem and forget about following through to the second (or third) part of the question. Often, word problems are written with each instruction on a different line, a bit like success criteria. Again, using a visualiser, teachers should show children how to check work as we go, returning to the question and ticking off each line – writing each answer alongside, being really clear we are answering the final question, having done all of the previous steps.

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Where children have made mistakes, and are finding it hard to identify where they have gone wrong, a prompt sheet, shared with the class at the start of the lesson, can help. In effect, this is just a process success criteria, but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed.

Find my mistake (column addition)

- Did I put each numeral in the correct place value space or column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Find my mistake (identifying fractions of shapes)

- Did I check all the parts were equal?
- Did I count how many parts the shape had been divided into?
- Did I write that number underneath the vinculum (remember denominator → down)
- Did I count how many parts were shaded in?
- Did I write that number on top of the vinculum (remember numerator → on top)
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

It is important that the children move towards internalising what they are doing (over the course of several lessons) so that they no longer need a written checklist because they have their own mental checklist stored in their long term memory, which they are able to retrieve at will. Giving children work to 'mark' from fictitious other children, which includes all the common misconceptions, is a good way of helping them develop this.

Appendix B

Children may be provided with crib sheets or key displays, and working walls may be used to highlight common errors with the expectation that children independently, self-correct their work.

The aim will always be for children to practise and secure basic key skills and facts as early as possible and that can only happen if expectations are high, appropriate support is given and regular time is allocated within the school day.

cRimE's aGainst! Wrightin?

Have you committed any writing crimes?

Proofread your work and correct these mistakes to fix any crimes against writing!

Punctuation

It is a crime to forget that:

- Every sentence starts with a capital letter.
- Every proper noun starts with a capital letter.
- We do not need random capital letters in the middle of words!
- All sentences must end with punctuation. . ! ? ...
- **I** is always a capital letter when alone or in a contraction as a pronoun.
- Questions always end with a **?**
- Contractions always need an apostrophe to replace the missing letter or letters.
e.g. **don't** **wouldn't** **can't**
- You only need an apostrophe before an s if you are showing something belongs to something else.
e.g. **The boy's coat.**
The horse's leg.
The school's badge.

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Spelling

It is a crime to forget:

- Past tense verbs must be spelt correctly - remember sometimes it sounds like *id*, *t* or *d* but is spelt **ed**.

- We use **an** before words beginning with a vowel and **a** before words beginning with a consonant.

e.g. I saw **an** elephant and **a** giraffe.

- We use **was** when the subject is singular (one person or thing) and **were** when you are writing about more than one person or thing.

e.g. Today **was** amazing, we **were** so lucky to go on that trip.

Your personal spelling crimes!

Make sure these words are spelt correctly every time!

Children may be expected to write out and practise
spelling common or high frequency.