



# Feedback for Learning Policy

God made us all unique  
To learn, live and grow  
To show care, concern and friendship  
To be the best we can  
Showing Christ's love in all we do.

## **Feedback for Learning Policy**

Our Feedback for Learning Policy is underpinned by the evidence of best practice from the Education Endowment Fund, the Independent Teacher Workload Review Group, the Independent Marking Policy Review Group, Ofsted and well-known practices indicated by Paul Black and Shirley Clarke. A full list of documents used to inform this policy can be found at the end of this policy.

### **Introduction**

We recognise that effective feedback to pupils is an essential aspect of assessment for learning. At its heart, it is an interaction between teacher and pupil.

### **Purpose**

We offer children feedback on their work for two main reasons:

1. Advance pupil progress and outcomes by:
  - Addressing a misunderstanding
  - Reinforcing a skill or key piece of information
  - Extending a child's understanding or ability to do something
2. Motivate pupils

### **Rationale**

Our policy is underpinned by three key principles: 'it should be meaningful, manageable and motivating' (*Eliminating unnecessary workload around marking, March 2016*).

### **Meaningful**

Feedback should be specific, accurate and clear. The type of feedback will vary by age group, subject, and what works best for the pupil in relation to any particular piece of work. Our teachers are encouraged to use their professional judgement to decide what type of feedback is appropriate and will most positively impact on that child's progress. Teachers are expected to adjust their feedback approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

### **Manageable**

We do not expect to see any specific frequency, type or volume of marking and feedback. Not all pieces of work will be formally marked. We also do not expect to always see evidence of any written record of oral feedback provided to pupils, unless it is useful for the teacher, teaching assistant or child.

### **Motivating**

Marking should help to motivate pupils to progress, encouraging and supporting further effort. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

## Key Principles

- The sole focus of feedback and marking should be to further children's learning;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Written comments should only be used where they are accessible to students according to age and ability;
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments
- Feedback is a part of the school's wider assessment process which aims 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 might impact on future learning. When work is reviewed, it should be acknowledged in books before the next learning takes place.
- ***All work in books should be acknowledged by the class teacher in some form and the school stamps used to confirm whether the child has achieved the learning objective for the lesson or partially achieved it and how much support has been provided by the adults in the class to achieve this (see codes).***
- Stickers/cubes/green awards can be used if particular praise is required.
- In Early Years, feedback is shared with the children verbally and may be recorded in the child's Learning Journey. This enables parents/carers to see what their child's next steps are.

Alongside the above, we understand for effective feedback to take place the following high-quality teaching and learning experiences must take place:

1. Little Big Pictures must be shared with children to provide an overview of what they are learning in each learning chunk and why and where it fits in with their learning road map/journey in the grand scheme of their primary education. Links must be made with prior learning in each of the subjects. (LBPs are not to be included in English books but kept centrally in a plastic wallet)
2. Learning objectives must be shared with children for each chunk of learning so that they know what they are learning and why and what is expected from them to show that they have achieved the objective. These must be recorded in books (where appropriate) and referred to, to reinforce new learning during the lesson and activate prior learning after the lesson.

3. Clear, structured, and differentiated teaching which scaffolds, supports and challenges the children to achieve the learning objective as independently as possible and in the timeframe provided (this includes the use of writing checklists, writing frames, writing examples).
4. Explicit examples of What A Good One Looks Like (WAGOLL) so that children's expectations of their own outcomes are high and so that they know exactly what they are doing.
5. Plenty of opportunities to experience high quality teacher modelling/demonstration and shared writing teaching strategies.
6. Plenty of opportunities for children to participate in guided work led by teachers/TAs before independent work takes place.
7. Plenty of opportunities built into the lesson for children to discuss their work with their peers, participate in mini-plenaries and compare their work to the WAGOLL. This approach helps to embed learning into children's long-term memory and manage cognitive overload.
8. Plenty of opportunities for children to self and peer assess work against given outcomes so that they can improve their own work during, after and before lessons. This can include the use of checklists/marking ladders, modelled examples, incorrect models and WAGOLLs.
9. All writing scaffolds, prompts, texts etc. need to be kept in a separate themed plastic wallet and in a subject specific folder

(see appendix 1: Book Requirements/Expectations)

10. Using diagnostic/formative assessment strategies before, during and after lessons to address learning gaps. Adults and children should both be actively involved in this. As a result, teachers may: decide to adjust the level of challenge in the activities; reteach specific concepts or topics; adjust curriculum content in the medium or long-term; provide children with feedback through which they can address their own areas for improvement or decide which children need further targeted academic support. Ongoing cycle should be to learn, adapt, apply, reflect, create goals and repeat.

(see appendix 2 Feedback Gathering Strategies)

(see appendix 3 KS1 (verbal and recorded by the teacher) and Y3 (verbal and recorded by the teacher until the summer term) and KS2 (written) Weekly Review to be completed on a Friday and revisited on a Monday)

11. Flexible grouping so that immediate needs can be met and children experience working alongside different children and adults – for example, pre-teaching before a new concept is introduced or follow-up intervention to clarify misunderstandings identified during book checks.

12. Checklist/marking ladders, WAGGOLs, incorrect models enable children to review and improve their own written work or the written work of others – there is no need to include a written, paper record of these activities BUT they must be part of teaching and learning practice and evidenced during both Learning Walks and Pupil Conferencing as these are the key teaching tools and approaches at St Cuthbert's. They do need to be easily accessible for children to refer to as and when they need.

(The above reflects Rosenshine's 10 Principles of Instruction (see appendix 4) and the Education Endowment Foundation (EEF) range of research evidence on effective, high-quality teaching approaches: explicit instruction; cognitive and metacognitive strategies; scaffolding; flexible grouping and using technology.

### **Feedback in practice**

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of these three common stages in the learning process:

- Immediate feedback – verbal and at the point of teaching, during lessons
- Responsive feedback – at the end of a lesson/task, beginning of the next lesson to move learning on within a sequence of lessons
- Review and feed forward– away from the point of teaching including written comments and use of level of support key and marking codes providing feedback for the teacher to further adapt teaching

(see appendix 5 and 6)

### **Approach to feedback across the school**

As a school we feel feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. We place considerable emphasis on the provision of immediate, verbal feedback during teaching sessions.

All feedback for learning in Early Years and Year 1 which involves the children is verbal and immediate. Teachers have devised their own feedback and marking keys to support their ongoing and summative assessments of pupils' progress and achievements.

From Year 2 onwards, and in some cases the summer term of Year 1, written feedback is shared with pupils and again, feedback and marking keys are used to limit the amount of writing needed by teachers and to support their ongoing and summative assessments of pupils' progress and achievements.

Other feedback for learning strategies and tools are introduced in Year 2 and built upon in KS2 to foster independence and develop the skills of drafting, editing and redrafting. These include lots of built-in opportunities for self and peer marking and the use of checklists/marking ladders.

Each teacher and teaching assistant uses a Feedback for Learning book whereby any pertinent information re: feedback to move learning on and impact on pupils'

progress is recorded on a daily basis and used to inform future teaching and learning. These are discussed regularly at Key Stage and/or Phase Meetings. Timetabled sessions to be agreed between Phases/Key Stages (see appendix 7)

In Early Years, the Nursery and Reception staff meet on a weekly basis to share feedback about any observations they have noted about a child. They discuss the next steps in learning for that child or groups of children and these are used to inform future teaching and learning through direct teaching or through child-initiated play. During teacher directed activities in Early Years, staff record on a class list if children have met the success criteria for a learning objective.

### **Monitoring the impact of feedback**

Evidence of feedback for learning can be found by observing teaching and learning, by talking to the teacher and pupils and by looking at their work. This will be done during learning walks, informal/formal meetings with teachers, pupil conferencing and book scrutinies.

### **Reference Documents**

*A Marked Improvement: a review of the evidence on written marking* by Education Endowment Foundation (EEF)

*Eliminating unnecessary workload around marking* by the Independent Teacher Workload Review Group

*Enriching Feedback in the Primary Classroom* by Shirley Clark

*Inside the Black Box* by Paul Black

Moving forwards, making a difference: A planning guide for schools 2022-2023 EEF

[www.gov.uk/government/publications/reducgin-teacher-workload-marking-policy-review-group-report](https://www.gov.uk/government/publications/reducgin-teacher-workload-marking-policy-review-group-report) by the Independent Marking Policy Review Group Ofsted

## **Appendix 1**

### **Book Requirements/Expectations**

#### **Early Years**

Every child will have:

A Learning Journey

A writing folder (evidence of mark-making)

#### **Year 1**

##### **Autumn term**

Every child will have a Learning Journey

English/Foundation subjects folder (evidence of writing)

Maths folder

Science folder

Re folder

##### **From February half term**

A writing book

A maths book

#### **Year 2**

Every child will have:

A writing book

A reading book (to record responses to reading and comprehension activities)

A GPS book

A small spelling book to do weekly spelling tests in

From September 2022 no Little Big Pictures, skeleton planning frames or writing checklists to be stuck in English books. These will be kept in a plastic wallet in a folder.

#### **Y2 Maths**

Every child will have:

A maths book

A small notebook to complete weekly times tables tests in

Little Big Pictures can be stuck in maths books but all worksheets must be kept in topic specific plastic wallets in a folder.

#### **Y2 RE**

Little Big Pictures can be stuck in RE books but all worksheets must be kept in topic specific plastic wallets in a folder. Continue with big questions but not, 'I wonder' sheets.

#### **Y2 History / Geography (will be introduced in the summer term)**

Little Big Pictures can be stuck in history / geography books but all worksheets must be kept in cardboard folders with an extra Little Big Picture at the start of each unit.

#### **Y2 Science**

Little Big Pictures can be stuck in science books but all worksheets must be kept in topic specific plastic wallets in a folder.

Cardboard folders should be used for RSE, D&T and Computing.

### **KS2 English**

Every child will have:

A writing book

A reading book (to record responses to reading and comprehension activities)

A GPS book

A spelling book (for specific spelling activities)

A vocabulary book

A small spelling book to do weekly spelling tests in

From September 2022 no Little Big Pictures, skeleton planning frames or writing checklists to be stuck in English books. These will be kept in a plastic wallet in a folder.

### **KS2 Maths**

Every child will have:

A maths book

A maths notebook

A small notebook to complete weekly times tables tests in

Little Big Pictures can be stuck in maths books but all worksheets must be kept in topic specific plastic wallets in a folder.

### **KS2 RE**

Little Big Pictures can be stuck in RE books but all worksheets must be kept in topic specific plastic wallets in a folder. Continue with big questions but not, 'I wonder' sheets.

### **KS2 History / Geography**

Little Big Pictures can be stuck in history / geography books but all worksheets must be kept in cardboard folders with an extra Little Big Picture at the start of each unit.

### **KS2 Science**

Little Big Pictures can be stuck in science books but all worksheets must be kept in topic specific plastic wallets in a folder.

Cardboard folders should be used for **RSE, D&T, Computing and French.**



## Appendix 2

### Feedback Gathering Strategies

<u>Feedback gathering strategy</u>	<u>Good for...</u>	<u>How...</u>
Word Wave	<ul style="list-style-type: none"><li>• Taking whole class responses</li><li>• Suitable for single word responses</li></ul>	Pose a question that requires a one word answer and then slowly gesture your hand across the class in a 'wave'. As your hand lines up to each child, they should shout out their response.
Lollipop Sticks	<ul style="list-style-type: none"><li>• Randomises response taking</li><li>• Encourages engagement</li></ul>	Pose a question and then pick a name at random using lollipop sticks and that pupil to offer their response. Prior to taking a response, you may give thinking time, TTYP time, whiteboard time, Round Robin etc.
Whiteboards and pens	<ul style="list-style-type: none"><li>• Taking whole class responses</li><li>• Gives immediate AfL opportunity</li></ul>	Pose a question/task and give children time to write their answers on a whiteboard. They then hold up their whiteboards for the teacher to assess responses.
Hand ups	<ul style="list-style-type: none"><li>• Pace of lessons</li><li>• Peer learning</li><li>• AfL strategy to understand who is confident</li></ul>	Pose a question and children offer their answers.
I'll ask you later questions	<ul style="list-style-type: none"><li>• Gives thinking time</li><li>• Reduce anxiety on less confident learners</li></ul>	Pose a questions and explain that you are going to gather answers in a few minutes. Then, take responses using hands up, whiteboards, word-wave etc. This question may be given orally or written on the whiteboard.
TTYP (Turn to your partner).	<ul style="list-style-type: none"><li>• Collaborative discussion</li><li>• Peer support</li></ul>	Pose a question and give pupils time to speak to each other about their thoughts. Then, take responses using hands up, whiteboards, word-wave etc.
Round Robin	<ul style="list-style-type: none"><li>• Collaborative discussion</li><li>• Peer support</li></ul>	Pose a question and explain that you want each person on the table to give their ideas in turn. Then, one pupil summarises the thoughts of the table.
Tell me more	<ul style="list-style-type: none"><li>• Encourages deeper thinking</li></ul>	Pose a question where Partner A has to give their response to Partner B. Partner B then needs to pose a follow up question. Then, take responses using hands up, whiteboards, word-wave etc. Teacher to ask Partner B what follow up question they posed and what their

		partner's response was.
Choral Callout	<ul style="list-style-type: none"> <li>• Pace of lesson</li> <li>• Helps with quick revision</li> </ul>	<p>Teacher to give an instruction where the pupils have to complete the sentence with a word.</p> <p>E.g. When we add the ones, we mustn't forget the.... CARRY.</p> <p>Fronted adverbials can be used for time, place and.... MANNER.</p>
Wrong answer/Right answer	<ul style="list-style-type: none"> <li>• Encourages deeper thinking</li> <li>• Encourages reasoned thinking</li> </ul>	<p>Pose a question and ask Partner A to give Partner B a wrong answer. Partner B to then give the correct answer and explain why the first response was incorrect. Teacher to discuss both answers when taking feedback.</p>
Wrong answer/Right answer – Teacher edition	<ul style="list-style-type: none"> <li>• Encourages deeper thinking</li> <li>• Encourages reasoned thinking</li> </ul>	<p>Pose a question to the pupils and offer an answer that is either correct or incorrect. Pupils to then discuss whether they think your response is correct or not using the starter...</p> <p>I think Mrs/Miss/Mr/Ms is right/wrong because...</p>
Ask the teacher	<ul style="list-style-type: none"> <li>• Gives the pupils an opportunity to ask the teacher a question</li> <li>• Deeper thinking</li> <li>• Can highlight misconceptions</li> </ul>	<p>After input, ask pupils to pose a question to the teacher as individuals, pairs or as a table. This can be orally or written.</p>
Do you agree? Follow up.	<ul style="list-style-type: none"> <li>• Immediate feedback</li> <li>• Quick AfL</li> </ul>	<p>Give a statement around the learning that might be correct or incorrect. Ask pupils whether they agree or disagree by thumbs up or down, tick or cross on whiteboards, stand up or sit down etc. Then follow this up by ask pupils to justify why they agree or disagree. This can be done through TTYP, Round Robin, whiteboards etc.</p>
Think alone, think together, think to me.	<ul style="list-style-type: none"> <li>• Gives the opportunity for different types of thinking and sharing of ideas</li> </ul>	<p>Pose a question and give silent thinking time for pupils to consider their answers. Then give some time to discuss as partners. Take feedback using whiteboards, hands up etc.</p>
Popcorn	<ul style="list-style-type: none"> <li>• Engages more learners</li> <li>• Reduces anxiety</li> <li>• Can highlight misconceptions</li> </ul>	<p>Pose a question to the class and then give thinking time. Children then 'popcorn' their answers (shout out their answers when no one else is).</p>

Name \_\_\_\_\_

Date \_\_\_\_\_

What is the most interesting thing you have learnt this week?

What have been your learning successes this week?

When have you felt confident this week?

What can you do to try to improve next week?

What area do you feel you still need to practise or improve on?

Was there a time you felt less confident this week?

Is there anything you would like to learn more about?

What skill/piece of information/knowledge will you be able to use in the future?

What have you enjoyed the most about your learning this week?

Is there anything you will do differently next week?

# Rosenshine's 10 Principles of Instruction

1. Review learning at the start. 
2. Present new material in small steps. 
3. Ask lots of good questions. 
4. Provide models and worked examples. 
5. Practise using the new materials. 
6. Check for understanding. 
7. Obtain a high success rate. 
8. Provide scaffolding and support. 
9. Encourage independent practice. 
10. Weekly and monthly review. 

## Appendix 5

The following table shows examples of how feedback and marking for learning looks in practice at St Cuthbert's.

Type	What it looks like
<b>During lessons</b>	<ul style="list-style-type: none"> <li>• Takes place during a lesson with individuals, groups or the whole class</li> <li>• Includes teacher gathering feedback from teaching, including mini whiteboards, book work, etc.</li> <li>• Can be given verbally with time to apply knowledge immediately and may re-direct the focus of teaching or the task</li> <li>• Praises effort and contributions</li> <li>• Could address knowledge gaps from the lesson or activity or missing prior knowledge.</li> <li>• Can be delivered by the teacher or may involve use of a teaching assistant to provide support or further challenge</li> <li>• May include highlighting/annotations according to the marking code</li> <li>• Provides an opportunity for evaluation of learning during the lesson</li> <li>• Best used during lessons where right or wrong answers can be marked or during 1:1 or small group activities where feedback can be immediate or with the whole class when a misconception is picked up or learning objective is achieved and it's time to move on</li> <li>• May take form of self- or peer- assessment against an agreed set of criteria and/or checklist/markings ladder</li> </ul>
<b>After lessons</b>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Takes place away from the point of teaching</li> <li>• Praises effort and contributions</li> <li>• Could be whole class differentiated feedback at the beginning of the next lesson</li> <li>• Feedback shared with individuals, groups or whole classes in the following lesson</li> <li>• Addresses strengths and misconceptions for the groups</li> <li>• Allocates time for editing based on feedback given or rehearsal of knowledge.</li> <li>• May involve some peer support or support from the teacher or teaching assistant</li> <li>• May involve written comments/annotations for pupils to read / respond to</li> <li>• May lead to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils' future attention, or immediate action</li> <li>• An element of the child's responses to catch-up are recorded in their books to show progress over time</li> </ul>

## Appendix 6

### KS1/2 Level of Support – Key

Where appropriate, any adult support should be identified using the following:

<b>SW</b>	Shared Writing
<b>MW</b>	Modelled Writing
<b>GW</b>	Guided Writing
<b>GWk</b>	Group Work
<b>PW</b>	Paired Writing/Work
<b>IW</b>	Independent Writing/Work

(In UKS2 the majority of work is independent. All work with no key is independent work. IW is only used if work is started as shared but then continued independently to mark the point that the independent work began.)

### Marking – Standardised Symbols / Abbreviations

1:1 feedback or support with accompanying adult initials (or stamp – verbal feedback given)

√ To mark a correct answer or in acknowledgement marking

X To mark an incorrect answer

Stamps: You've achieved your learning objective.

You're working towards your learning objective.

Basic GPS Stamp used in Years 2 and 3

Self / Peer marking – children must initial work when they have marked their own or a partner's work

→ To mark where there is an error in written work.

A, B, C used if more specific feedback is required to move learning on or address a specific issue in written work.

## Appendix 7

### Feedback for Learning and Marking Log

This log should be used by teachers/TAs to ensure pertinent feedback for the whole class or groups is recorded and shared prior to teaching next sessions and to inform future teaching and learning. This should limit how much writing is needed by teachers/TAs in children's books.

#### Example

6.9.22

#### English

- Whole class - revisit use of embedded clauses
- LA group – basic punctuation redraft opening para. with TA – GW

#### Maths

- Whole class - revise place value in money
- HA group – introduce two step money problems

7.9.22

#### History

- Whole class - clarify timeline/chronology of Ancient Egypt

9.9.22

#### English

- MA group – TA to go through checklist – children to highlight features included and identify anything missed to include next session