



WIMBLEDON PARK PRIMARY SCHOOL

FEEDBACK AND MARKING

Approved: Chair of Governors

Executive Headteacher

Date:

Date

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The importance of feedback

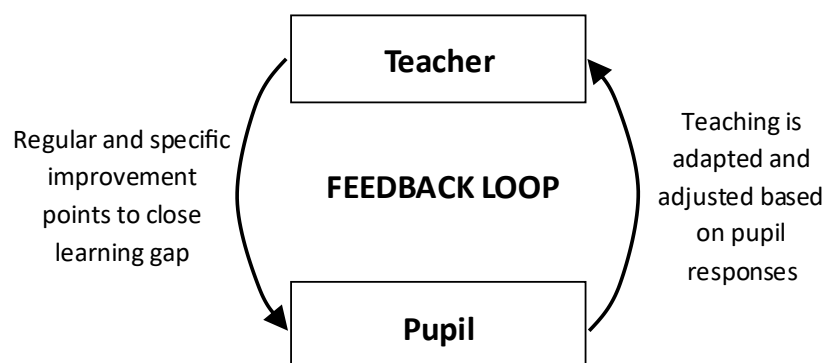
Feedback is essential to secure pupils' learning. It provides commentary on learning and next steps to deepen and broaden their knowledge and understanding.

Principles of Feedback

Our policy has at its core, a number of underlying principles

1. Feedback is a reciprocal process
2. Feedback must be understood by children to enable them to move forward.
3. Feedback should be positive and specific.
4. Feedback is most effective closest to the point of action.
5. Feedback should enable children to become more independent over time.

1. Feedback is a reciprocal process



Following the identification of a “learning gap” (something the pupil cannot yet do or does not yet know/understand), consequent feedback should be aimed at closing this gap. It could be written or verbal feedback from the teacher, peers or even self-generated. The intention is always the same: to close the gap and move learning forwards. Feedback from the performance of pupils should then inform future teaching.

When should feedback happen?

This adapting of the teaching plan (Teaching and Learning Framework Principle 7) can happen:

- Within the lesson, allowing the teacher address misconceptions immediately.
- In between lessons, not just moving on to the next lesson planned if the children don't understand.
- After units of work or when reviewing the long-term curriculum.
- Use of interventions to close the gap for targeted pupils

2. Feedback must be understood by children to enable them to move forward

The feedback children are given needs to be clear and concise in order for them to understand it and take actions to develop work based on the feedback they are given.

Feedback must be inclusive and accessible for all children in order for them to engage with it and to move their learning forward. To support children in understanding the feedback they are given, the majority of written feedback is given using marking codes (Appendix 1). It may be useful for these codes to be stuck into children's books and put on clear display in the classroom as a visual reminder for children.

In order for children to respond to the feedback in an impactful way, they need to be taught how to do so. This process of teaching and reminding allows children to take actions based on the feedback they are given, ensuring that knowledge is secured over time.

Children complete their first draft of work in pencil in maths and black pen (Y2 upwards) in all other subjects. Edits, improvements, corrections, additions and changes should be made using blue pen (Y1 upwards). This process allows children to engage with feedback and demonstrate how they are moving their learning forward - closing the gap.

3. It should be positive and specific

Feedback should motivate students to improve and therefore should be framed positively. In order for children to view feedback in this way, they must trust it. This process relies on teachers forming positive relationships with the children in their class. The type of feedback given must match the student as different children will view feedback in very different ways. Feedback viewed as positive in tone by one child may not be viewed in the same way by another child. Some children respond negatively to what they view as criticism while others need to be challenged and pushed to encourage them to increase their effort and avoid becoming complacent.

Students should view feedback as a learning opportunity which helps to drive their understanding forward; therefore, it is important for teachers to strike a balance between feedback detailing areas of success as well as sharing specific areas for improvement.

Feedback given must be specific and focus on the key learning in a lesson. As such, teachers must have a very clear idea of what the intended learning is with this being concisely communicated to children so they understand how they can be successful.

The learning objectives that are shared should be clear and concise so that they can be understood easily by children and achieved. As learning is broken down into small sequential steps, additional steps for success are not required. Learning objectives take the form of a printed banner that is glued into the children's books at the start of a piece of work. Learning objectives do not need to be ticked as feedback will have been given throughout the piece of work or followed up after the lesson.

Learning objectives are cross-referenced against Key Objectives. These objectives are stuck in the front of English books. In English writing, key objectives are dated once children have demonstrated that they are able to apply the skills in a piece of writing. This process is helpful as an ongoing assessment tool for teachers to see where children have successfully applied a skill and also to identify skills that should be revisited or retaught. Key objective sheets do not need to be stuck into other books. Instead, these documents are used by teachers to inform the careful planning of sequential lessons and to ensure coverage of the curriculum across the year.

4. Feedback is most effective closest to the point of action.

Verbal vs. Written Feedback

Research has shown that targeted and specific feedback delivered close to the point of action is the most effective. Therefore, it is preferable for feedback to be verbal rather than written as this allows for children to take immediate action.

Verbal feedback can be used throughout a lesson to encourage thinking, address misconceptions and give reassurance. It allows for children to reflect on their learning and reconsider misconceptions at the point they have arisen. This ensures that these misconceptions are not retained and carried forward to the next lesson. When verbal feedback is given, teachers should write VF in the margin so that they can see the impact of their comments on pupils' progress.

Written feedback is most effective when staff are working with an individual or focus group. This feedback could involve scaffolding learning or highlighting areas of improvement while working with a child. When a class teacher or member of support staff is working with a group of children and giving feedback in this way, they should note 'CT/TA/LSA' in the children's books.

The vast majority of written feedback following learning should be given through marking codes in order for feedback to be accessible and consistent. Consistent use of marking codes in Reception and Year 1 and Years 2 – 6 results in more efficient marking that can easily be understood by children.

Written comments should only be used when these can be accessed, understood and responded to by a child independently. Children should be given dedicated time to engage with written comments and respond appropriately to ensure the process is effective. Written feedback should be legible and clear; adults should model a high standard of grammar at all times.

Examples of Feedback

<u>Verbal Feedback</u>	<u>Written Feedback</u>
Explain your method to me. Can you spot where you have made an error?	Partly completed example of calculation
Can you think of a more effective noun to use here?	Further examples to practise taught skill
Read the sentence back to me. Can you spot any verbs that are written in a different tense?	Completing cloze examples
Can you think of a more efficient method?	Modelled example to refer to
Why have you chosen to use these colours? What mood do they create?	Written example to correct errors or missed punctuation
Can you think of a more formal word to replace _____?	Highlighting certain parts of worked examples

Green for Great and Pink for Think

In place of written comments, green and pink highlighters should be used to draw children's attention to areas of learning that are successful or areas for improvement. Green highlighting should be used to identify examples of where a child has achieved the focus skill. Pink highlighting should be used to show children where their work could be improved based on the focus skill or where a child has made a basic error e.g. in punctuation. Teachers should model how to respond to greens and pinks and build this into their lesson planning.

Spelling, Grammar and Punctuation

With the emphasis in the national curriculum on a very high level of accuracy and proficiency in the year group expectations for spelling and grammar, particular care needs to be taken giving precise feedback on these as well as creating follow up opportunities for children to practice and embed the learning. The correct use of spelling and grammar is important across all areas of the curriculum. Children should be reminded that the accuracy of punctuation and grammar is vital to be able to achieve any learning objective and therefore a focus on quality over quantity is essential.

High frequency words or words with a recently taught spelling pattern will be the main focus for feedback on spelling. Also, specific topic vocabulary that has been taught within the context of the lesson will be highlighted for the children to return to. From these categories, two or three key spelling words will be identified in pink if spelt incorrectly using the code 'Sp' together with the correct spelling written by the teacher in the margin. Teachers should be mindful not to identify too many incorrectly spelt words in children's work as this can cause children to become demotivated, particularly for children where spelling is an area of difficulty. Children should not be encouraged to use dictionaries to look up spellings unless they have been taught to do so and have a good grasp of orthography.

See Appendix 2 for examples of marking in KS1 and KS2.

Whole-Class Feedback

Whole-class feedback is an effective tool to give students detailed formative feedback in a time-effective manner. This technique replaces the need to write individual comments which would only be applicable to one student for one piece of work. The process of whole-class feedback allows teachers to rapidly engage with the work children produce, providing comments that can have an impact on a large group of children.

When giving whole-class feedback, common areas of strength should be noted and shared with the children. This will help to reinforce that the children are being successful and also prompts the few children who are not yet successful in the target area/skill. It is also beneficial for exemplar pieces of work to be shared at this stage to showcase model examples of how the learning has been achieved. This provides children with a very good understanding of what they are aiming to achieve.

When sharing areas for improvement in whole-class feedback, teachers should focus on a manageable list of common misconceptions relating to the focus skill and spelling or grammatical errors. When sharing these areas for development, errors should not be attached to individuals. Individual feedback may be appropriate if an error is repeated by an individual student.

Teachers should be mindful when giving whole class feedback to ensure the flow of the lesson is not interrupted. When giving feedback, teachers should decide whether it is necessary to fully reteach the skill with further input or to allow children to edit their work based on comments provided.

As soon as the whole-class feedback is given, children should be given time to act on the feedback and make immediate improvements to their work. They should identify where in their work the common errors occur and where they have improvements to make in line with the feedback given.

Examples of whole class feedback:

I can see that many children have used _____ which is excellent. Can you now think about how you could extend this further using _____?

How can we improve _____ using the key vocabulary we learnt _____?

Review your writing from today. Can you check you have used an _____ and _____ in each sentence?

Look at the example I have written. Name three things that make this a good example and check if you have applied this in your work.

5. Feedback should enable children to become more independent over time.

Feedback should be given with a focus on supporting children to develop over time. Children should develop an ever-growing capacity to produce excellent work, demonstrating their ability to successfully apply a taught skill. To support children in this, prompts and clues should be given as scaffolded feedback to allow them to take steps to improve their work independently. When teachers identify areas for improvement and guide children in how to improve their work, they encourage children to reflect on their learning and think carefully about what is needed to improve.

As students gain confidence through independent practice of a concept/skill, teachers should gradually reduce the detail in the feedback they give, allowing children to grapple with learning and how to develop before offering further feedback.

Students should be encouraged to self and peer assess as much as possible so that they generate their own feedback. When children can confidently provide feedback, this demonstrates a very clear understanding of the learning goal and what an exemplar piece of work showcasing this looks like.

Early Years

In the Early Years, children experience teacher feedback for the first time. Therefore, their experience needs to be positive, nurturing and meaningful.

Feedback should be introduced to children through whole class teaching. It should be presented to children as an integral part of how they learn and improve at school. Feedback should be an ongoing cycle through teacher narrative and modelling both through teacher and child led activities.

Children should be provided with specific, direct and manageable feedback so they learn that making mistakes and learning from them are part of a positive learning process. Children should be taught explicitly how to respond to feedback and praised for when they do.

Written marking should be carried out through using symbols (see appendix 1). Marking codes should be introduced individually and the use of them and how to respond should be regularly modelled.

Examples of how feedback to children in the Early Years:

Modelling how to tackle difficulties:

I can see you are finding it difficult to use scissors to cut around that shape. Look at how I am holding the paper to help me, can you try this too?

Modelling making mistakes:

Oh no, I have forgotten to leave a finger space. What can I do to help me remember next time?

Can you show me the action that will help me? See it's good to make mistakes because they help us learn.

Modelling how to improve:

I noticed your tower of blocks keeps falling down, that must be frustrating. What could we do differently next time so it doesn't fall? (share 2/3 options for the child to choose from).

Summary

When?

- Feedback happens at all point of the learning process to ensure that misconceptions are addressed quickly and effectively.
- Feedback should take place within a lesson but this will usually be verbal either to specific children, a group or to the whole class
- Between lessons, teachers should identify common areas of strength and areas of development and share these with children.
- Teaching should not move forward until misconceptions have been shared with children and these have been understood.

How?

- The majority of feedback will be verbal.
- Written feedback will usually be through marking codes and highlighting of areas of strength or development (green and pink).
- Other written feedback should only be used if it can be acted on by children. It can be used as a scaffold to support learning or to address misconceptions.
- Taught or basic spelling and grammar misconceptions should be highlighted in pink.
- Whole class feedback is an effective way to give detailed feedback in a time-effective manner. This should consist of general successes and areas of improvement (based on learning objective).
- Children should be given time to digest feedback and edit their work accordingly.

Why?






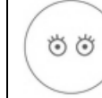

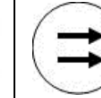
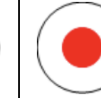
- Feedback is used to identify misconceptions and address gaps in knowledge so that learning can move forward.
- If misconceptions are not addressed as close as possible to the time of learning, these ideas can be remembered and recalled.

What will this look like?

- Verbal feedback will be noted in books with 'VF'.
- Written comments will be minimal and only used when they can be acted on.
- Green and pink highlighting will be used to draw attention to areas of strength/development (with reference to the LO).
- Correct use of spelling and grammar will be a focus across the curriculum.

Appendix 1: Marking Codes

Early Years/Year 1

								
Finger spaces	Full stops	Pencil grip	Letter formation	Capital letters	Check and read again	Use Fred fingers to sound out and spell words	Write from left to right	Red words

Years 2 – 6



Incorrect



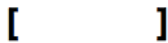
(underneath a section of work) Check that this makes sense

sp (in the margin or next to the word sometimes with the correct spelling given by the teacher)

Spelling mistake of high frequency word. Please write out three times in you spelling journal



Missing punctuation or capital letter (round the letter or the space)



This section is not needed



Something is missing (usually a word), add it in.



Start a new paragraph.