Feedback for Learning Policy

2022-23

Aspire for Excellence

- This Feedback for Learning policy is underpinned by research which suggests that providing feedback is one of the most effective and cost-effective ways of improving pupils' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year (EEF 2016).
- Feedback is a 'consequence' of performance (Hattie & Timperley, 2007). If we consider this in relation to our core values at BFHA then feedback has to contribute to this process.
- This policy also recognises that 'marking' is central to a teacher's role. However, while it is important to note that written marking is only one form of feedback and it offers an opportunity to provide pupils with clear and specific information, 'a conversation with the child about what they have done well and what they need to do to improve …makes a difference to learning' (M. Myatt 2013). Providing plenty of 'live' feedback during the lesson can be more appropriate and immediate which can better accelerate the learning journey that the pupil takes.
- At BFHA we will ensure that pupils get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and apprise them of what they need to do next to improve.

Principles of feedback at BFHA

- To deepen learning and allow pupils to maximise their progress
- To be rapid and immediate within lessons wherever possible.
- To employ a range of strategies that include live marking, self-assessment, peer-assessment as well as teacher assessment which could be formal data points or regular low stakes testing / checks. This is to ensure feedback is always effective in developing pupil learning (see below for examples)
- Written feedback is employed when necessary and meaningful, as part of live marking during learning.
- Teachers regularly look at pupils' books to help 'feedforward' and plan effectively for lessons.
- Time is built in to develop pupil reflection through effective use of self and peer assessment.

Teacher Guidance for effective marking (all marking done by staff to be in green ink)

- **Keep it focused.** If you simply hand back work to pupils and tell them to improve it all, then the response will invariably be less than successful. They need specific support and to avoid overloading pupils we need to focus in upon specific improvements to their work.
- **Model and scaffold.** Models of work, with specific strengths or weaknesses, are crucially effective toward increasing pupil understanding. Seeing an outstanding example (WAGOLL) helps lessen the load and gives pupils a high standard to reach for with their work. Reviewing a poor example, picking apart its flaws with the teacher, or improving upon a weak example of work also helps scaffold their understanding about what is required to improve their own work.

Types of marking

All pieces of work will be stamped according to the learning objective which is displayed at the start of the piece of work. Stamps will be beside the LO sticker.

- If a child has met the learning objective, a green 'LO achieved' stamp will be used.
- If a child has partly met the learning objective, a purple 'working towards LO' stamp will be used, followed by some written feedback/question for the child to respond to which will aid progress/attainment. Following this, there will be evidence of either whole class/small group/individual response intervention which displays further input from staff and evidence of the child making progress towards achieving the learning objective.
- The purple stamp may be used partway through a lesson, with a mini plenary to address any misconceptions so that by the end of a lesson a green stamp can be used.

Live marking

- Immediate feedback of the work by the teacher using the agreed marking symbols. Pupils act immediately on this during in-class feedback.
- Consistent high-quality learning dialogue between teacher and pupil during the lesson.
- Teacher giving verbal feedback during lessons to small group, whole class, or individuals. Pupils act upon this feedback.

Marking codes

We are committed to the development of pupil's literacy across all subjects/key stages. Below is a list of marking symbols. Teachers should utilise these symbols when and where necessary within the work. These are always written in green pen.

Code	Explanation
SP	Spelling error. Correct spelling to be written and child to copy 3 times in pencil.
CL	CL error. Corrected by child in pencil.
P	Missing or incorrect punctuation circled with a P beside it. Corrected by child in pencil.
//	Begin a new paragraph
WO	Show your working out
^	Missing word/phrase. Child to add in missing word. If no space, a * is to be used and written in a more appropriate place.

This could be done when looking through books or through live feedback/marking. Books must be checked every lesson and marking codes employed where needed (see feedback expectations for each subject below).

Self-assessment – (Children use pencil to show self-assessment by writing SA)

We will need to have a supportive classroom environment where pupils are confident to read their work out in class and receive praise and feedback in front of their peers.

- Children will self-assess whether they have met the LO by drawing a single, vertical line within the traffic lights printed onto the LO slip.
- Whenever possible, the teacher provides pupils with the answers to mark their own work. This also helps their self-reflection, as it is instant feedback allowing them to consider if they understood the concept or not.
- Self-assessment slips to be used by children to reflect on and review their learning

Peer assessment (Children use pencil to show peer assessment by writing PA followed by their name in a peer's book)

We will need to encourage the children to identify what their peers have done well and share praise for this. We will also need to support the children in giving constructive feedback to their peers.

- Children will peer assess each other's work, identifying what went well (WWW) and next step (NS).
- Where appropriate, teachers will provide children with a scaffold/checklist of criteria to support peer assessment.
- Peer-assessment slips to be used by children to reflect on and review their peers learning

Feedback expectations for each subject

	Guided reading	English	Maths	Enquiry (inc. Science)
Daily (Staff)	Work is 'stamped' under the last written line, beside the margin to signify progress against the learning objective (where necessary next steps are evident).	Work is 'stamped' under the last written line, beside the margin to signify progress against the learning objective (where necessary next steps are evident). Spelling corrections, CL and full stops identified (max 3 each)	Work is 'stamped' under the last written line, beside the margin to signify progress against the learning objective (where necessary next steps are evident).	Work is 'stamped' under the last written line, beside the margin to signify progress against the learning objective (where necessary next steps are evident).
Daily (Children)	Traffic light on LO slip to be indicated using 1 vertical line through appropriate colour.	Traffic light on LO slip to be indicated using 1 vertical line through appropriate colour.	Traffic light on LO slip to be indicated using 1 vertical line through appropriate colour. Self marked where appropriate, with ticks for correct answers and a dot for errors.	Traffic light on LO slip to be indicated using 1 vertical line through appropriate colour.
Weekly (Staff)		Impact mark - As above, plus a comment/next step to develop writing further/support chn in meeting their writing target.		During longer piece of writing in Enquiry/Science, an impact mark is required.
Weekly (Children)		Peer/Self assessment takes place	Peer/Self assessment takes place	Peer/Self assessment takes place

Leadership Monitoring & Quality Assurance

- Leaders will monitor the work in pupils' books to check the quality of education and the feedback that is being provided by staff.
- The scrutiny of marking and feedback will be carried out using the RAG template (see below).
- Any work that is not in line in with the Feedback for Learning policy must be fed back to relevant staff and addressed with clear support, deadlines and expectations given for when this will need to be addressed.

Focus	Strengths	Next steps	RAG
Is feedback in line with policy?			
Is there evidence of marking codes used effectively?			
Is there evidence of live feedback/marking? (VF in green pen)			
Is there evidence of peer and self-assessment? (PA/SA)			
Is there evidence that marking is impacting progress?			
Is there evidence of children interacting with feedback given?			