

# Feedback Policy

Policy and Guidance Document, September 2019

Date of Review: July 2022

*“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education has to be dollops of feedback” Professor John Hattie*

## **1.0 Ethos:**

At Kingsbury Green Primary school, we recognise the importance of feedback as an integral part of the Plan –Teach-Review cycle. We expect school professionals to see themselves as ‘change agents’ who take responsibility for enhancing student learning and setting high expectations. Therefore, we do not do something because, ‘that’s what we’ve always done’ or because, ‘that’s what everyone else is doing’. We do it because we believe there is a better way; a more effective way; that utilises our time and energy to make a greater impact on the lives of our children. Feedback is no different. We always start by asking ourselves, ‘why are we giving this feedback?’ There are two main reasons:

- To motivate the child
- We can see an opportunity to move learning on by:
  - Addressing a misunderstanding
  - Reinforcing a skill or key piece of information
  - Extending a child’s understanding or ability to do something

Through this policy, we aim to maximise the effective use of feedback in practice whilst also reducing teacher workload. We want our teachers to make professional judgements about when is the right time to intervene, which means that all of our time and effort is focussed on having an impact on learning rather than ticking a box. In essence, the ethos of this policy is to adhere to the principles that feedback should be *Meaningful, Manageable and Motivating* for the student and for the teacher.

## **2.0 Principles:**

Research by the Education Endowment Foundation (April 2016) 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**.
- Put the onus on the students to correct their own mistakes
- Alert the teacher to misconceptions that he/ she can address in subsequent lessons
- Provide pupils with the metacognitive language to manage their own learning which includes the skills of setting and monitoring goals, assessing progress, and identifying personal strengths and challenges.

The school has taken on board these findings alongside research from educational experts, such as Professor John Hattie when producing this policy.

## **3.0 Our Approach - Where am I going? How am I doing? Where to next?**

### **3.1 Children’s Writing across the curriculum**

Our approach to feedback is precisely selective and measured. We use assessment and feedback as the servant, not master of our pedagogy. Teachers use the following approaches to give children feedback on their writing:

<b>Type:</b>	<b>What it looks like:</b>	<b>Evidence of impact:</b>
<b>Immediate – in the lesson</b>	<u>Check for Understanding:</u> Teachers use formative methods such as ‘tracking not watching’ and questioning to gather data on children’s learning while they are working independently (silent-solo) or with peers, in books or on whiteboards, or orally.	Informal drop ins as part of the school’s instructional leadership policy  Formal observations

	<p>Through this process feedback is continuous and ever present. Feedback is specific to next steps and provides clear pathways to success. It is an actionable learning dialogue and can take the form of:</p> <ul style="list-style-type: none"> <li>• Precise and quick individual feedback</li> <li>• Mini- plenaries which may incorporate a 'show call'</li> <li>• Focus group feedback</li> </ul> <p><u>Culture of Error:</u> Teachers create an effective climate for learning where children feel safe to make mistakes and therefore develop a growth mind set about receiving and acting on feedback. Feedback may be about the task, the process or the self-regulation of the learner.</p> <p><u>EPoW:</u> Teachers and pupils co-construct the non-negotiables expected for Every Piece of Work (EPoW). These are the learned rules of writing that are clearly visible and provide the starting point for pupils to proof read their work in each lesson. They support self-assessment, self- regulation and independence.</p> <p><b>This approach captures our expectations all pupils from Early Years to Year 6</b></p>	<p>Work scrutiny and learning conversations with children</p> <p>Moderation of writing across the curriculum</p>
<p><b>Feedforward – after the lesson</b></p>	<p><u>Feed forward:</u> In an intentional shift in focus from assessment to planning, instead of written marking, teachers read pupils' work and either put into three piles:</p> <ul style="list-style-type: none"> <li>• Re-teach</li> <li>• Consolidate</li> <li>• Extend</li> </ul> <p><b>OR</b></p> <p>Use the thinking outlined in the Feed Forward sheet (see appendix) to collect formative data about successes and next steps.</p> <p>In doing this teachers will identify the leverage point required to enable progress. This may inform class feedback and planning, or pupils may be grouped depending on their needs/ next steps.</p> <p><u>'The next step is the next lesson':</u> The successes in learning (What Went Well – WWW) is celebrated and teachers teach children how to make improvements to their writing (Even Better Ifs – EBIs). They may have an opportunity to practise the improvement; they will then edit or redraft their writing using <b>GREEN PEN</b>.</p>	<p>Work scrutiny and learning conversations with children</p> <p>Coaching meetings with teachers</p> <p>Moderation of writing across the curriculum</p>
<p><b>Marking – after the lesson</b></p>	<p>There may be times when the teacher decides that written marking is the best vehicle to enable progress. <b>This is when pupils already have knowledge of how to edit and improve their writing.</b></p> <p><b>'GREEN FOR GOT IT'</b> - Two sections of the pupil's work that meet the learning intention or success criteria will be highlighted in <b>GREEN</b>. These should be <u>the very best short phrases or sentences</u> within the work. Single or pairs of words should rarely be highlighted as they are often meaningless and out of context when considering them against the success criteria.</p> <p><b>'PINK FOR THINK'</b> - One specific part of the pupil's writing will be highlighted in <b>PINK</b>. This is the part that needs improvement. This is likely to be different for all pupils.</p> <p>'Close the gap'/ 'Green pen work' - The children must then be given the opportunity to read, reflect by themselves or with a partner and respond at the start of the next lesson. Children will work on their improvement in <b>green</b> pen underneath the original piece.</p> <p>The attached marking code supports teachers' marking of the secretarial features of writing. Teacher comments/annotations should be made in <b>BLUE</b> pen.</p>	<p>Work scrutiny and learning conversations with children</p>

<b>Self and Peer Assessment</b>	<u>Metacognition:</u> Lessons contain opportunities for pupils to evaluate and assess their own writing using metacognitive language. Teachers direct children to use performance tags and language-rich reflections to evaluate their progress and to understand their targets.	Work scrutiny and learning conversations with children  Observations
<b>Summative</b>	This includes grammar tasks, spelling tests, end of unit or term tests or quizzes.	Data analysis – progress and attainment tracking Gap analysis

### 3.2 Mathematics

Feedback in mathematics is most useful when it is immediate, verbal and related to the process that a child is using.

<b>Type</b>	<b>What it looks like:</b>	<b>Evidence of Impact:</b>
<b>Immediate – in the lesson</b>	<p><u>Check for Understanding:</u> Teachers use formative methods such as ‘tracking not watching’ and questioning to gather data on children’s learning while they are working independently (silent-solo) or with peers, in books or on whiteboards, or orally.</p> <p>Through this process feedback is continuous and ever present. Feedback is specific to next steps and provides clear pathways to success. It is an actionable learning dialogue and can take the form of:</p> <ul style="list-style-type: none"> <li>• Precise and quick individual feedback</li> <li>• Mini- plenaries which may incorporate a ‘show call’</li> <li>• Focus group feedback</li> </ul> <p><u>Culture of Error:</u> Teachers create an effective climate for learning where children feel safe to make mistakes and therefore develop a growth mind set about receiving and acting on feedback. Feedback may be about the task, the process or the self-regulation of the learner.</p> <p><u>Plenaries:</u> Teachers will provide children with focussed feedback on where their misconceptions, making it clear what is wrong and what to do to put it right.</p>	<p>Informal drop ins as part of the school’s instructional leadership policy</p> <p>Formal observations</p>
<b>Self and Peer Assessment</b>	<p><u>Checking and correcting</u> Before the end of the maths lesson, pupils mark their own work and identify their ‘point of failure’ usually using the process success criteria. Pupils use <b>GREEN</b> pen to correct their errors.</p> <p>Teachers will gather live data on children’s errors and misconceptions (<i>tracking not watching</i>) and address these in plenaries. Self/peer assessed work will be acknowledge marked by the teacher.</p> <p><u>Metacognition:</u> Lessons contain opportunities for pupils to evaluate and assess their learning using metacognitive language. Teachers direct children to use performance tags and language-rich reflections to evaluate their progress.</p>	<p>Informal drop ins as part of the school’s instructional leadership policy</p> <p>Formal observations</p> <p>Work scrutiny and learning conversations with children</p>
<b>Feedforward – after the lesson</b>	<p><u>Feed forward:</u> After the lesson teachers mark and sort pupils’ work and put into three piles:</p> <ul style="list-style-type: none"> <li>• Re-teach</li> <li>• Consolidate</li> <li>• Extend</li> </ul> <p>In doing this teachers will identify the next step needed to enable progress. This may inform class feedback and planning, or pupils may be grouped depending on their needs/ next steps.</p>	<p>Work scrutiny and learning conversations with children</p> <p>Coaching meetings with teachers</p>

<b>Marking – after the lesson</b>	Teachers will use acknowledgement marking in maths. Correct responses will be ticked and incorrect responses will be marked with a dot next to them. Pupils are expected to make corrections with <b>GREEN</b> pen, either in the same lesson or the next lesson. If the incorrect response is due to a misconception, further teaching input will be provided.  Teacher comments/annotations should be made in <b>BLUE</b> pen.	Work scrutiny and learning conversations with children
<b>Summative</b>	This includes end of block tests and termly tests with gap analysis.	Data analysis – progress and attainment tracking Gap analysis

Year Managers will support their colleagues with the implementation of this policy during end of day reviews. They will model excellence in how to use feedback to close gaps for pupils.

We encourage teachers to use their professional judgment to decide on which approach to feedback is most appropriate and that this judgment needs to be based on what will most positively impact that child's progress. Instructional leaders ensure their feedback to staff reflects this and, if there are queries, will have professional dialogue with teachers during coaching meetings to understand why they have made certain choices and to offer further support and guidance where it might be required. Whilst this level of professional decision-making is our ultimate goal, we understand that these judgments are difficult and, often, it can take time to develop a real understanding of when to use a particular type of feedback.

- We should remember that oral feedback is as valuable as written feedback and we should shape our pedagogy with that in mind closing the gap between the two.
- The gap should also be closed between the teacher giving feedback, both orally and in the written form, and students self-assessing their own writing and peers giving effective feedback;
- We should remember that peer and self-assessment done well takes careful training and scaffolding, but we must not ignore decades of research about the impact of AFL, taking the regressive step of relying solely on written teacher feedback;
- We should undertake written feedback that is selective, targeted and uses precise language;
- We should dedicate more than adequate time for students to act upon feedback;
- We should devote time to engage in dialogue with students to ensure they understand what they need to do to improve.

## **5.0 Glossary of terms:**

- Check for Understanding (CFU):** Classroom practice that teachers use to gather formative data about children's knowledge or understanding about a concept. Approaches include: *tracking not watching* (see appendix), questioning, retrieval practice.
- Culture of Error (CoE):** The climate for learning created by teachers distinguishes from a learning environment and a performance environment. Teachers and pupils understand that mistakes matter and are an important part of the learning process. Mistakes are carefully deconstructed with pupils.
- Every Piece of Work (EPoW):** The non-negotiables for all written work which are clearly displayed in all classrooms. (*E.g. full stops, capital letters, accuracy of particular spellings such as homophones, apostrophes for contractions.*) The EPoW list is not new learning and will vary between year groups. The EPoW list supports pupils when proof-reading.
- Instructional Leadership (IL):** The school's bespoke approach to professional development where the aim, 'to expect expert teaching as the norm' is maintained. It consists of fortnightly 'drop-ins' into lessons and 30 minute weekly coaching meetings. Coaching meetings may include: making suggestions; giving feedback; modelling effective instruction; soliciting opinions; supporting collaboration; providing professional development opportunities and giving praise for progress in teaching and effective instruction where the impact on the learners is clear.

## Feed Forward

Task: \_\_\_\_\_

What were the common misconceptions? Were there any mistakes made by lots of pupils?  
How could these inform the next lesson?

Which pupils struggled in other ways?

Which pupils produced excellent work that could be shared with the class in the next lesson?

## Technique: Check for Understanding: Tracking, Not Watching

Another important tool in making yourself more efficient and effective at gathering information through observation is to add a healthy dose of intentionality to your looking. In fact, when your purpose for observation is the gathering of data, *tracking* is a better word for what you are seeking to do than *watching*. *Tracking, Not Watching* means deciding specifically what you're looking for and remaining disciplined about it in the face of a thousand distractions. It sounds mundane, but it's far from simple. By definition, few people are aware of what they don't notice—or that you can in fact “decide” what to notice. Moreover, we're inclined to think that noticing more things is better than noticing fewer things, but that's often not the case in the classroom.

In my first teaching job, for example, I knew to circulate around the room and observe when my students were doing independent work. I believed I was very observant as I did so. On my best days, I would circulate as though looking at a blank canvas, waiting to be struck by observations about students. There's a pastiche of quirks and color to observe in student writing, and it was truly fascinating. But what I noticed was often a random event. Therefore, what I gave students feedback on was also likely to be random. If on any given day there were ten really important things you could say about students' writing, I might notice something about number seven on the list. Or number nine. The cost was that I wasn't talking about topics one, two, and three consistently—and sometimes not at all. I wasn't giving students feedback on the most important things because I had not decided to look for them when I observed their work. I was looking rather than tracking, waiting to let chance decide what I saw rather than setting out to look for the most important things, even if it meant hunting them out through the thickets of my students' writing.

Great teachers are more likely to track—perhaps not every time they circulate the classroom, but more often, especially when they want to check for understanding. If those great teachers had been in my shoes, they'd have asked themselves what they wanted to see students doing. Whereas my internal narrative was often something like, “OK, Brandon is working hard. Good. And Sarah's working hard. Wes seems a little stuck, though. A better teacher's internal narrative might sound something like this: “OK, Sarah found her evidence, but she dropped in a full quotation without the partial paraphrase needed to weave it in, whereas Travis found the subtle evidence, and he's woven the quotation into his paragraph smoothly by paraphrasing part of it. Morgan's truncated the quotation she's cited for efficiency. Smart. No quotation marks for Walter. Red flag.”

Whereas I was looking for signs that my students had completed the assignment, a better teacher would be looking for evidence that they were doing the things that would most help them master the skills they were working on.

### Specific Errors and Success Points

Tracking, then, involves intentional observation: the active seeking of the most important indicators of learning. Those indicators fit into two categories: specific errors and success points. Tracking specific errors means asking *what* aren't they getting and *who* isn't getting it, and, ideally, quantifying those mistakes. Tracking success points, in contrast, means determining the most important things that distinguish *excellence* from *completion*, writing them down, and observing whether students do those things. Do you notice the significant similarity? Both specific errors and success points should be recorded or quantified, whether mentally or physically. Doing so provides a yardstick for reteaching. For example, you might put a hash mark by the name of every student in your class who, in citing evidence from the text, is still lifting that evidence in long sentences or chunks rather than using partial paraphrasing. And you may notice this because before your lesson, you took a few minutes to think through your students' most likely mistakes and plan your responses. In that case, your internal narrative may be something like this: “Just as I feared, I need to get them to digest those quotes in smaller chunks and more purposefully steer the argument. We'll have to circle back. I'll use that idea I worked out yesterday.” This is much better than trying to think of an approach for reteaching on the spur of the moment.

Consider how Taryn Pritchard of Leadership Prep Bedford Stuyvesant applies this idea in her classroom. Many teachers use a *Do* to start their class. One of the challenges of *Do Now* is that due to a lack of time, you often can't review every problem students did. But as Taryn circulates, she solves this problem by keeping tallies of which problems students are getting wrong. Each time she observes a student who's gotten a problem wrong, she puts a hash mark next to that question. Sometimes she writes the student's initials in as well so that she can call on him or her to review. Sometimes she notes what they did wrong or right (“didn't reduce”), paying particular attention to repeated errors and noting them with a “2x” or “3x.” When she is done circulating, Taryn knows a lot of incredibly valuable information: Which of the questions should she review? Whom could she call on if she wanted to review a common error? Whom could she call on if she wanted an exemplar? What did they need to circle back to tomorrow? Simple and brilliant.

## Kingsbury Green Primary School Marking Code

### Teacher Guidance

<b>Error</b>	<b>Mark</b>	<b>Guidance</b>
Spelling error	Sp in the margin	for a spelling you would expect to be correct (max 3 per piece)
Capitals wrong	circle letter	when expected to use capital or missing letters independently
Punctuation missing or not needed	circle punctuation or space where it should be	for punctuation that you would expect to be correct for the age and stage of the child
Change word	underline with a wavy line	relate to vocabulary expectations at appropriate levels
Paragraphs	double forward slash	Year 3 onwards although also relevant for some Year 2.
Change tense	T in margin	To be used when it is expected a child should be writing consistently in a particular tense
Change person	P in margin	To be used when it is expected a child should be writing consistently in a particular person

### General Marking Symbols

<b>Error</b>	<b>Mark</b>
Delete word or sentence	strike through word or sentence with single line
Insert word or sentence	arrow head pointing to insert position
Move word or word group	circle words/sentence and arrow to correct position
Close space	curved line to link words linking words
Doesn't make sense	? in margin

## Kingsbury Green Primary School Marking Code

Spelling error	<i>watever</i>	<b>Sp</b> in margin
Capitals wrong or missing	<i>Together</i>	circle letter
Punctuation missing or not needed	<i>"Hello, said Ahmed.</i>	circle punctuation or space where it should be
Change word	<i><u>nice</u></i>	underline with a wavy line
Paragraphs	<i>rushed. // Next morning</i>	double forward slash
Change tense	<i>walks</i>	<b>T</b> in the margin
Change person	<i>She went home</i>	<b>P</b> in the margin
Delete word or sentence	<i>and it was</i>	strike through word or sentence
Insert word or sentence	<i>The dragon waited in cave</i> ^	arrow head pointing to insert position
Move word or words	<i>The blue, shiny fish</i>	circle words that need moving and point arrow to the correct position
Close space	<i>light house</i>	curved line to link words
Doesn't make sense		? in the margin