



# Berrybrook Primary Feedback Policy

## Document Control Table

<b>Title</b>	Academy Feedback Policy
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## Document History

<b>Date</b>	<b>Author</b>	<b>Note of Revisions</b>
13.6.22	EP	<p>'Academy' changed to 'Berrybrook Primary' and Berrybrook logo added (page 1)</p> <p>First point in immediate, what it looks like edited to 'gauging pupils' understanding and identifying misconceptions during teaching within the course of the lesson, through questioning, reviews of learning and live marking' (page 3)</p> <p>'Live marking (including Think Pink' added (page 3) in immediate feedback</p> <p>Final point in summary, what it looks like edited to 'Will inform teacher subsequent planning to ensure learning is reshaped' (page 3).</p> <p>'Teacher marking' added to summary evidence (page 3).</p> <p>'often a large' removed from feedforward, what it looks like and final point edited to say 'Assessment made by staff are analysed daily and any errors are addressed in subsequence lesson or through interventions.' (page 3)</p> <p>'Intervention evidence and evaluations' added and 'evidence from feedback slide' removed from feedforward evidence section (page 3).</p>

		<p>“Check it’ activities’ removed from summative section (page 4), ‘assessment/ task’ added.</p> <p>‘Feedback Slide’ removed (page 4)</p> <p>‘Mental and oral starter sessions’ changed to ‘prior learning section within lessons’, ‘maths meeting edited’ to ‘lessons’</p> <p>‘will be carried out at least 3 times a week’ changed to ‘opportunities are provided’, ‘the wrong end of the stick’ edited to ‘a misconception’ (page 8)</p>
5.9.23	AS	<p>Pg 3 – ‘marking in the moment’ added.</p> <p>Pg 4/5 – ‘evidence for users’ edited.</p>

## Feedback and Marking Policy

At Berrybrook (PHMAT), we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research 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
- Put the onus on children to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education’s research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF’s recommendations, and those of the DfE’s expert group which 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.

## Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children’s learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.

- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to children in lessons, allowing them to make good progress.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

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 to adjust their teaching both within and across a sequence of lessons.

### Feedback and marking 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 four common stages in the learning process:

1. Immediate feedback – at the point of teaching (see marking symbols appendix 1)
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

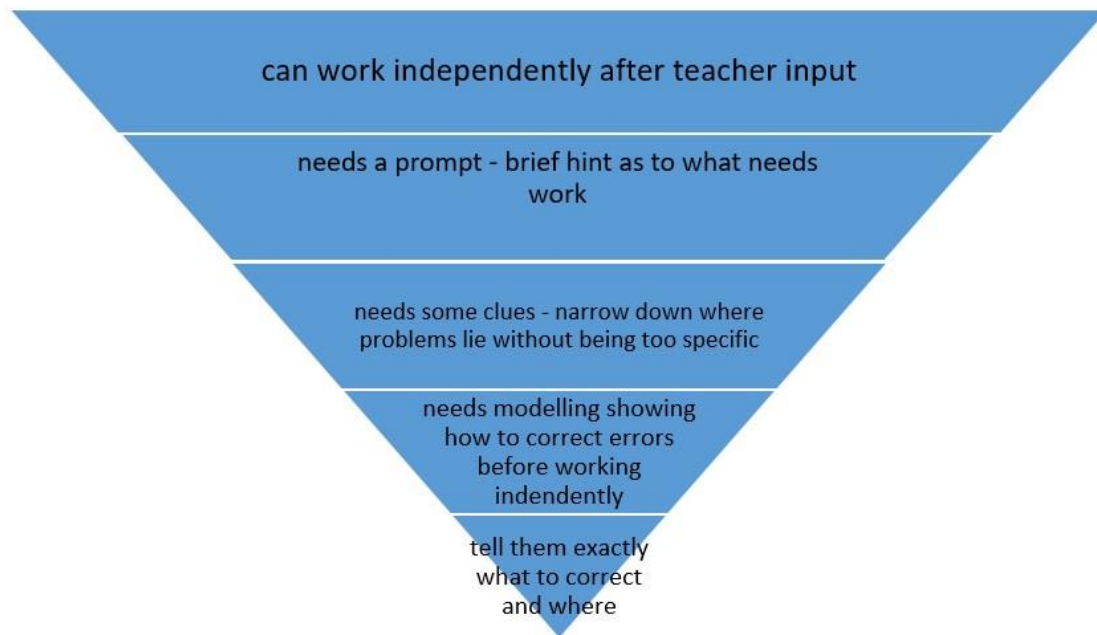
These practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
<b>Immediate – marking in the moment</b>	<ul style="list-style-type: none"> <li>• Includes teacher gauging pupils' understanding and identifying misconceptions during teaching within the course of the lesson, through questioning, reviews of learning and live marking.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to children for immediate action</li> <li>• May involve use of a teaching assistant to provide support of further challenge</li> <li>• May re-direct the focus of teaching or the task</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Staff initials in speech bubbles to show in the marking the moment conversation – an improvement should then be seen within the work, otherwise more teaching/intervention is required</li> </ul>

<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self or peer- assessment against an agreed set of criteria</li> <li>• May take the form of a quiz, test or score on a game</li> <li>• Will inform teachers subsequent planning to ensure learning is reshaped</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Evidence of self and peer assessment</li> <li>• Teacher marking</li> <li>• Daily Diagnostic Questioning in Maths</li> <li>• Summary marking should inform preteach/ overlearn interventions</li> </ul>
<b>Next Step Marking</b>	<ul style="list-style-type: none"> <li>• Assessments made by staff are analysed daily and any errors and misconceptions are addressed in subsequent lessons or through interventions.</li> <li>• For writing in particular, part of the next lesson will be spent giving feedback to the class about strengths and areas for development and giving time for development areas to be worked on and improved through proof reading and editing their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• At least twice a week in English and Maths</li> <li>• Where appropriate in Wider Curriculum</li> <li>• Evidence in books of children editing and redrafting their work in green pen</li> <li>• Intervention evidence and evaluations</li> <li>• Next step marking should also inform preteach/ overlearn interventions</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>• End of unit assessment/task</li> <li>• Term tests or quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils' assessment tasks</li> <li>• Assessment results</li> <li>• Results Spreadsheets</li> <li>• Termly Test Papers</li> <li>• End of Unit assessments</li> </ul>

## Guidance for teachers

### The strategical minimal marking triangle



Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children time; let them struggle for a bit, but above all, make sure they are the ones doing the hard work; not you.

Sometimes it is 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.

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.

### **Self and peer assessment**

Self and peer assessment are important aspects of 'assessment for learning' practice. Assessing their own work or that of others can help children to develop their understanding of the Intended Learning Outcomes and the Assessment Criteria. Research has shown that learners make more progress when they are actively involved in their own learning and assessment.

Self and Peer Assessment will:

- Enhance children's active engagement with their studies
- Increase the amount of feedback children receive
- Augment learning as peer feedback invariably requires explanation and justification
- Help children understand what is considered good work and why, thereby increasing their ability to achieve

Self-assessment is the involvement of children in identifying standards and/ or criteria to apply to their work, and making judgments about the extent to which they have met these criteria and standards; thus involving them in the process of determining what is 'good work'.

Peer Assessment is where children use criteria and apply standards to the work of their peers in order to judge that work. Both self and peer assessment are formative, in that it has beneficial effects on learning, but may also be summative, in the sense of learners deciding that they have learned as much as they wished to do in a given area.

The focus is providing opportunities for them to be able to identify what constitutes a good (or poor!) piece of work. Some degree of pupil involvement in the development and comprehension of success criteria is therefore an important component of self-assessment. An opportunity for children to self or peer assess should be planned into each lesson of reading, writing, mathematics and science.

Developing effective peer and self-assessment takes time and effort. However once fully embedded in learning and teaching, these assessment strategies can be particularly effective in motivating learning. An effective starting point is for teachers to model the process of peer assessment and feedback, for example how to give feedback that is constructive, detailed, linked to assessment criteria, objective, focused etc (See Appendix 1 sentence starters). Whole-group marking can be a useful method of introducing effective assessment and feedback as it allows for discussion and exchange of ideas.

Developing reflective skills provides children with the ability to consider their own performance and to identify their strengths, weaknesses, and areas that require improvement. Children can then use this knowledge to influence their future work, whether on a programme of study or in employment, by playing to their strengths and/or directing their efforts in areas they have already recognised as needing further improvement. You could consider self-assessment as a teaching and learning exercise, as much as an assessment method and its inclusion within a course provides your children with the opportunity to develop a core lifelong learning skill.

In situations of self and peer assessment, children are usually in a position to learn more than from situations of teacher marked work. They learn from their engagement in assessing and frequently from oral, in addition to written feedback. However, the teacher must monitor the feedback and, where appropriate, elaborate it to ensure that children receive fair and equal treatment.

Teachers must use their judgement to consider the point in the lesson where self and peer assessment should be utilised. This will vary and there is no 'one size fits all' approach. For example, self or peer assessment could occur:

- Near the start of a lesson with the development of the success criteria
- Self or peer assess as part of a mini plenary, providing children time before the end of the lesson to improve their piece of work.
- At the end of the lesson to provide development points for future lessons.

### **Proof reading and editing in writing lessons**

Most writing lessons will be followed up with an editing lesson 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 children's 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.

The editing lesson will 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 children's work, using either the visualiser, Airserver or by typing out a couple of lines and displaying them on the interactive whiteboard, 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 children 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 sit in 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 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 read together each other's work, and suggest improvements, alterations and refinements which the author of the piece then adds – in green pen to help the teacher see what changes the child has made. Children will then redraft a section of text; adding their improvements and up levelling their work.

### **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 able to edit and proof read independently after 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 alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer – '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 draw brackets around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumped or the same sentence structure over-used. Or they might need to write a comment at the end saying there are 8 run-on sentences or 5 instances of non-standard English. In KS1 and for some Reception children, premade stampers are available to prompt children to look for certain mistakes.

Where mistakes are deeply entrenched, or the children are very young and 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. But what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

## Feedback in Maths

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from the daily prior learning section within lessons and each of the fluency, reasoning and problem solving elements of the lesson. This information should be used to revisit areas where learning is not secure within lessons. 'Rapid Recall' opportunities are provided after teaching a unit where 3 questions are posed; one from the previous day, one from the previous week and one from the previous term. Furthermore, end of unit tests also 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 fluency practice, and after doing 4 or 5 calculations, children should check their answers themselves. That way, if they have got a misconception 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 or air server 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 or air server, 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.



15 ✓ Adult cinema tickets cost £7.25 × 3 = £21.75  
 ✓ Children's cinema tickets cost £5 × 6 = £30  
 ✓ A family buys 3 adult tickets and 6 children's tickets = £51.75  
 ✓ They split the cost equally between the 3 adults. £17.25

? How much does each adult spend on cinema tickets?

Show your working

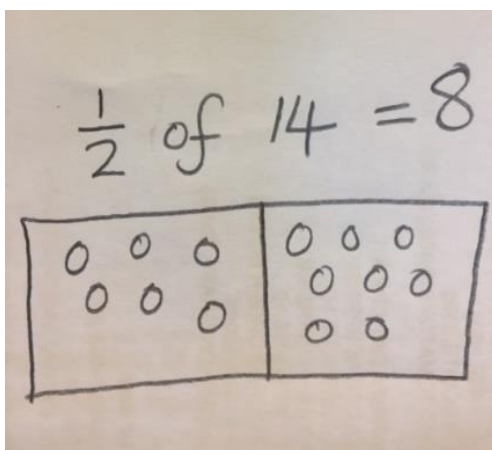
$$\begin{array}{r} \text{£ } 7.25 \times 3 = \text{£ } 21 + 75\text{p} = \text{£ } 21.75 \\ \text{£ } 5 \times 6 = \text{£ } 30 \\ \hline \text{£ } 21.75 \\ \text{£ } 30.00 \\ \hline \text{£ } 51.75 \end{array}$$

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£ 17.25

Where children have made mistakes, and are finding it hard to identify where they have gone wrong, adults will encourage children to revisit their success criteria and tick off each step to correct the misconception.

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 really good way of helping them develop this.



Same day interventions can also be used for children who are making mistakes, errors or have developed misconceptions. The teacher should identify the area of learning or skill that the child needs support with and this should then be reinforced in an intervention after the lesson. The aim of this is to allow the child to 'keep up' with the learning in the classroom. Alternatively, if there are a sequence of lessons and the child is shown to have errors in their learning, then the teacher can carry out a pre-teaching activity based on their assessment of the child's learning, providing feedback and strategies to support before the next lesson.