Dovedale Primary School Feedback Policy

"The main purpose of feedback is to improve the student and not the work…" Dylan Wiliam

In this policy, 'marking' is taken to mean the process whereby a teacher looks at pupils' written work, examines it for errors/misconceptions/potential improvements and then responds either through writing, speech or action. Research (Black et al 2003) shows that the most effective and beneficial forms of assessment are ones which support learning (i.e. are formative) and are built into lesson design.

The sole focus of any feedback (written or verbal) 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 thinking 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 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 pupils in all 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. This is inextricably aligned to our curriculum framework and assessment policy.

• Marking and evidence-recording strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. The focus should always remain on impact on pupil learning.

To support pupils to quickly understand and therefore act upon feedback effectively, we believe immediate face-to-face verbal feedback is the most beneficial. Other forms of feedback are also utilised, where appropriate, but with the continued emphasis on impact on subsequent learning.

VERBAL FEEDBACK:

➢ Immediate teacher/support staff intervention during the lesson.

➢ Whole class feedback during lesson (e.g. using IWB/Airplay) and in subsequent sessions (where necessary).

➢ Pupil conferencing – focused examining of a wider body of work.

WRITTEN FEEDBACK:

➢ Teachers will acknowledge through a tick or initial that work has been seen (this is not always necessary in a mastery maths lesson as will depend on lesson structure). Further written feedback should ***only be added if it will make an impact/difference to learning.***

➢ The use of some symbols/codes or highlighting of any issues may occasionally be necessary but this should be clearly then addressed through subsequent work.

PEER FEEDBACK:

➢ Pupils are encouraged to self-assess as they work. This may be using success criteria, prompts, EYE, personal spelling targets etc.

➢ Talk partners may sometimes look at a piece of work together and provide feedback both verbally or in writing (using purple pencil/pen only if necessary and under guidance from T).

Specific approaches for Mathematics

▪ Well-structured classroom activities (involving conceptual and procedural variation and intelligent practice).

▪ Regular opportunities for discussion of answers and strategies to support pupils' reasoning skills and check and deepen their understanding.

▪ Interaction and dialogue (between teacher and pupils, and between pupils themselves), focusing particularly on key ideas and concepts (including misconceptions and difficult points) and effective, efficient strategies of working mathematically.

▪ Self-checking embedded within the lesson structure. This introduces an ethos of addressing mistakes and using these as a tool to further cement learning since mistakes, misconceptions or prior knowledge gaps are realised within the lesson, rather than at the end. The learning is then adapted in order to address these issues with subsequent intervention (within class) implemented where appropriate. The onus needs to be on supporting the learner to check their work and identify their own errors. Pupils must be taught how to do this. Teaching self-checking involves teaching pupils to think deeply about their work otherwise, they might just scan through their work, reading but not really thinking.

▪ Misconceptions should be addressed immediately – this may lead to none being present in book and mistakes not always being evident to an observer. This is because the teacher has addressed this during the lesson with a pupil self-correcting and perhaps continuing to work using a whiteboard to prove their understanding.

Specific approaches for Writing (including all cross-curricular)

▪ **Redrafting approach:** When reviewing written work, summative notes are made collectively to be presented to the whole class about both achievements and identified key areas for improvement. This might include technical accuracies of the writing; spelling errors, punctuation omissions, and other transcription mishaps, as well as any content improvements. Where individual children have done particularly well or poorly, the teacher will make a note and use these in the lesson as a teaching point (where it is an error, the mistake may be used anonymously). For mistakes, the teacher might share an example of an anonymous or fictional piece encouraging pupils to comment on the work and identify errors. This could include working with a partner to discuss and suggest improvements/alterations/refinements and reflect on how to further enhance the composition. Purple pencil/pen is used to denote where work has been edited/improved and ensures pupils begin to take responsibility for managing their own learning whilst focusing on quality over quantity. This helps to avoid the habit of repetitive mistakes regardless of teacher marking and written comments.

▪ **Showcasing good practice:** The teacher may share extracts from pupils' work, drawing attention to the specific positive features.

- **The next step is the next lesson**: This does not need to be recorded at the end of a piece of work but should be addressed through providing the opportunity for it to be actioned or explicitly taught/prompted through use of post-it notes as a self-check reminder.

APPENDIX – WRITTEN FEEDBACK (mainly used for longer pieces of independent writing during writing week)	
Green pen	All work will be ticked or initialled to show that it has been looked at by the teacher.
Purple pencil/pen	Self or peer assessment showing editing to improve work.
Pink highlighter	Tickled pink – indicates specific achievement.
Green highlighter	Green for growth – indicates area to improve next time.
^	Omitted word.