



Capel Primary School
'Learning today, for tomorrow'

Feedback Policy

Policy Control	
Responsible Governor Team:	Learning and Development
Approved by Governors:	October 16
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Principles:

Capel Primary School recognises the importance of giving students high quality developmental feedback. Hundreds of interactions take place during the school day and all our staff are trained to ensure these communications are used to further students' thinking, decision making and skills. Feedback is not only marking but verbal feedback to individual students, or the whole class as well. The primary aim of this feedback is to improve pupil progress.

We aim for all of our students to be able to recognise their own areas of development, have a firm grasp of what they are yet to achieve and have the required learning attitudes to know how to meet their own ambitious targets. Through this, staff develop an evolving picture of students' attainment, enabling them to plan and deliver lessons to ensure learning is fast-paced and appropriate, whilst quickly addressing misconceptions.

The leadership of this school firmly believes that feedback from the teaching staff should be aimed at the students and not for other stakeholders who could be monitoring learning progress. We also recognise that feedback takes many different forms, therefore when monitoring learning, leaders will consider these questions in an age appropriate manner:

- Are students aware of their area of progress and can they demonstrate this?
- Do students know what they are yet to achieve and show a commitment to fulfilling that target?
- Are staff aware of student's strengths and areas of development and does the teaching sequence demonstrate this over time?
- Are staff aware of misconceptions and have these been addressed quickly?
- Are students showing significant progress over time?

In essence, what is the quality of feedback (not quantity), however given, and how has this supported pupils to tackle subsequent work.

Crucially, the leadership of this school also recognises that written feedback (marking) is only one form of providing high quality developmental feedback. Therefore, judgements around feedback should be made through discussions with students, staff and book monitoring as the vast majority of teacher/student interactions will be verbal. As a result, there is not a weekly expectation on the amount of marking expected in student's books. Naturally, if leaders have concerns around the quality of feedback then this may become the case in special circumstances.

What form should marking take?

At Capel Primary School we have adopted the approach suggested in the 'Eliminating unnecessary workload around marking', which was conducted by an independent workload review group. As such, we aim for marking to be 'meaningful, manageable and motivating'.

Meaningful: *Marking varies by age group, subject and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.*

Manageable: *Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.*

Motivating: *Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.*

Methods of providing feedback:

As a school, we have agreed on different methods of providing feedback. We aim that the list below will be a 'toolkit' for all staff. The choice of feedback will depend heavily upon age, type of activity and if the work is home, core or foundation learning:

- Pink highlighting will indicate that the student needs to think about how this could be improved (Pink for think).
- Green highlighting will indicate that the student has achieved in this area.
- Speech bubbles may be stuck in students work to remind them of a key piece of verbal feedback or to celebrate their reasoning.
- Adults may write a comment to identify some strengths of the work and highlight effort/achievement.
- Adults may write a comment to move the learning forward:
 - A challenge may be shared to further the learning journey (at times this can be delivered as a group challenge if similar areas of development arise).
 - A reciprocal question may be asked to clarify or reinforce learning.
 - A scaffold may be displayed to support the next learning step.
- An assessment comment may be made so that the student knows if they have achieved a specific goal.
- At times pupils will be encouraged to either peer or self-assess work. We acknowledge that this is a learning process and high expectations will need to accompany the process to be effective. This process should be completed in a purple pen and may sometimes be recorded on a post it for reference.
- Verbal feedback may be given to an individual student, a group or the whole class based upon reflections of what children have achieved.

- The teacher may decide to change the planned order of lessons based upon interactions in the lessons, or through marking after, to improve pupil progress.

EYFS and lower KS1 procedures:

Capel Primary School recognises that the Statutory Framework for Early Years states that ‘Assessment should not entail prolonged breaks from interactions with children, nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children’s successful learning and development.’

It is with this in mind that we make these adaptations for our youngest students:

- Feedback, challenge and the development of deeper understanding of concepts is a continual process and can be seen throughout the day to match each child’s needs. Although this isn’t always formally recorded, there will be evidence of it being used to inform teaching through observations, adaptations to settings and weekly/daily planning.
- Significant steps that the students take will be recorded and analysed so progression, next steps and summative judgements can be made.
- Capel Primary School is aware that opportunities for frequent written, recorded marking may not be as regular as in other years.

Staff should also consider students attainment when providing feedback, not just their chronological age. As such, teachers of younger students may decide to use some of the more formal marking techniques if the pupils are ready for that challenge.

What should the marking relate to?

Generally feedback should relate to the Learning Objective or the Success Criteria of the lesson, but the teacher may choose to comment on the ongoing progress as well. The accuracy of other elements of applied learning may also be highlighted (for example grammar and punctuation) but these should not generally detract from the intended learning outcome. A maximum of three spelling errors will be highlighted and practiced at the discretion of the teacher. If spelling errors are highlighted then students must be given opportunity to practise them and may also record them in a vocabulary pack for later use.

How will homework be marked?

Capel Primary School recognises the research of the Education Endowment Foundation (EEF), which notes that feedback is low cost and can improve learning significantly (Gains of eight months from effective feedback), whereas homework in primary schools has far less impact (gains of two months). This research has led our feedback focus to be primarily on class based learning, which enables our teachers to clear up misconceptions and provide the right level of challenge in future lessons.

Due to varied homework support from adults, the timescales between setting and receiving tasks, as well as issues with all students completing tasks, results in feedback on homework being secondary to class learning. Teachers will acknowledge homework and give ‘broad-stroked feedback’, with occasional individual marking as appropriate. Children should feel their homework is valued and expected, however they, nor parents,

should expect detailed written comments from the teacher. Wherever possible, classes will aim to set homework that enables parental engagement (shown to impact significantly by the EEF) so that they can also provide feedback on learning. We will, as a school, aim to equip parents to do this confidently and effectively.

Capel Primary School is also aware that according to the EEF homework at Secondary level can result in learning gains of up to five months. Therefore we will ensure that our homework does enable children to be prepared for the transition to secondary in terms of both volume and expectations to maximise the potential learning gains.

Polite Writing:

As a school, we have recognised common features that continue to appear in feedback. The most common errors relate to basic sentence structure (capital letters and full stops). In order to be succinct in our marking, empower students to improve as well as maintain a focus on the Learning Objectives, we have introduced 'Polite Writing' in Years 2-6. Students all know the key features of Polite Writing, which are different per year group to reflect age expectation. The features are displayed in all relevant classrooms. Some examples of Polite Writing are:

- All full stops in place
- All capitals letters in place
- Best handwriting used
- Audience has been considered
- Paragraphs used appropriately

If the teacher uses the Polite Writing stamp in a student's book there is an expectation for that child to identify why their writing has not been 'polite', therefore generating a key next step. Student's will then use a purple pen to make any revisions.

Abbreviations:

At teacher discretion, agreed short-hand may be used when marking:

Abbreviation	Description
VF (verbal feedback)	A member of staff has spoken to the child or group about the work. Often accompanied with a speech bubble if an individual child.
GW (Guided Work)	Guided work indicates that a teacher led this groups learning. It will generally be accompanied by a tick when marking due to the feedback already being provided within the session.
I (Independent)	Although not consistently used, indicates that a student completed a task independently.
SP (Spelling)	Indicates a spelling error. A circle or underline may also be used
Polite Writing Stamp	Indicates a common misconception.
CD (Class Discussion)	Indicates that this was discussed as a class to address the misconception.

GD (Group Discussion)	Indicates that this was discussed as a group to address the misconception.
PT (Precision Teaching)	Indicates that this was discussed with the individual to address the misconception (deeper than Verbal Feedback)
Tick or Highlighting	Indicates where the child has met the Learning objectives (a few examples required)
CC (Class Challenge)	At times a group of students will have a similar extension question that will be delivered to a group or could be an extended learning task.

Pupil Reflections:

It is important that time is set aside for feedback/marking to be responded to and work improved. This time could also be used for the different types of feedback indicated above. It is up to teachers how they organise this, but most find it useful to make time for it at the beginning of the morning and afternoon teaching sessions when the register is being taken. The following are important:

- Encourage children to edit, correct and refine their work.
- Take opportunities to mark as a class or as a group.
- Wherever discussion takes place, feedback is being given orally. The teacher should note any significant teaching points that may help to inform future planning.
- Where written marking has taken place, children must be given time to read and then make one focused improvement based on the improvement suggestion. If children are not given this opportunity, the impact of the marking is likely to be negligible.
- Motivation is an important factor. Marking and feedback should help a child to see how they are making progress, help to build confidence to achieve future goals and acknowledge effort and perseverance.