

Effective Learning Feedback Policy



September 2022



Purpose

This policy acts as a guide to effective learning feedback, in all of its forms, to ensure a commonality of expectation and consistency of approach throughout the school.

Rationale

This policy has been reviewed with respect to:

- Education Endowment Foundation research¹
- NCETM's "Marking and Evidence Guidance"²
- Ofsted's School Inspection handbook³

It adheres to our current Equalities Policy and in particular it "... embraces our aim of *learning together, inspiring each other* to improve children's educational, health and wellbeing outcomes and is line with guidance from the local authority, Stonewall and the rights set out in the UN Convention on the Rights of the Child."⁴

The evidence of best practice from the Education Endowment Foundation's research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Provide specific information on how to improve.
- Encourage and support further effort.
- Not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall.
- Be given when things are correct - not just when they are incorrect.
- High-quality feedback may focus on a task, subject, and self-regulation strategies.

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

- teachers check pupils' understanding systematically, identifying misconceptions accurately and provide clear, direct feedback
- feedback and marking should ensure that pupils know more, remember more and can do more.
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification
- written comments should be used where they are accessible to students according to age and ability
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments
- feedback is part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress
- pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed it should be acknowledged in books.

Features that support effective feedback

1. The learning outcome for each lesson is shared with learners. This forms the title of the lesson in one of the following formats with clear emphasis on the **knowledge** being taught:
 - a learning question: *What are the seven continents of the world?*
 - an "I can..." statement derived from WAC/MAC sheets: *I can divide a quantity into ten equal parts.*
2. In EYFS and KS1 the lesson title may mention the end product to help children understand the context for their learning e.g. *I know the features of a postcard.*

¹ EEF (2022) **Teaching toolkit: Feedback**. [Accessed educationendowmentfoundation.org.uk]

² NCETM (2016) **Marking and Evidence Guidance for Primary Mathematics Teaching**. [Accessed www.ncetm.org.uk/resources/49567]

³ Ofsted (2022) **School inspection handbook - July 2022**. [Accessed www.gov.uk/government/publications]

⁴ Coldean Primary School (2022) **Equalities Policy**



3. English and Mathematics objectives explicitly link to our WAC & MAC sheets that are in "I can..." language. This comes from the National Curriculum's phrasing that states, "Pupils should be taught to:" *recall, calculate, show, write, identify, explore, etc ...*
4. We know that within the "I can..." there is key **knowledge** that pupils must know in order to achieve the learning objective. Teachers consider the most important knowledge or concepts that pupils need to know, focus on these and prioritise feedback, retrieval and assessments.
5. "**REMEMBER TOS**" (*success criteria / steps to success*) should be used to detail the steps to successful achievement of the learning question. These may be: given to learners; generated by them or a combination of both.
6. A code to explain the facilitation of learning should be recorded by learners/practitioners **with their initials**. Codes can be recorded at the end of the piece of work, or in the margin next to the relevant sections *e.g. a paragraph where the learner was partially supported*. The following marking code should be applied:

Code	Meaning	Example
A	Adult-guided with verbal feedback; some corrections, suggestions evident on work.	Teacher/Teaching Assistant guiding a focus group throughout the majority of the main lesson; INA working 1:1 with a learner;
PA	Partial Adult support with some verbal feedback.	Teacher/Teaching Assistant supports or guides learner in learning with some verbal feedback;
V	Verbal feedback	Written next to the section where timely intervention was clearly directed.
S	Shared learning	Learners have worked in pairs or small groups in order to achieve the lesson objectives with little or no verbal feedback from an adult.
I	Independent learning	Learner has worked independently.
SDI	Same Day Intervention	Learner has benefitted from same-day intervention
Pre	Pre-teach Intervention	Learner has benefitted from pre-teaching intervention
AL	Adult-led	EYFS practitioner guided the learning.

7. Plenaries are used during and at the end of lessons or intervention activities to allow teaching staff and learners to evaluate their own/peers' progress.
8. Achievement of the learning objective is shown using the 'triangle' code:

	I had a go.
	I need a little more practice.
	I feel confident and could teach somebody else.

9. This code is also **drawn** next to the learning question or statement at the end of that lesson/sequence of lessons demonstrating that the learner has reflected on their own/peer's learning and has identified improvements to be made.
10. Assessment Criteria sheets are updated using the '*triangle code*' **initialled** and **dated** by a member of staff or learner. Evidence that demonstrates achievement of an objective can be found by cross-referencing the date on the Assessment Criteria sheet with the dated piece of work in the book. In some cases there may not be evidence available if achievement has been observed within the learning environment.



11. An additional code of a star ☆ is used on WAC sheets to highlight that evidence is in a pupil's *Sparkle Book*. This evidence will have been exhibited during an independent writing session.

Feedback

We believe that the most valuable feedback comes from timely assessment:

1. Live feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/ task
3. Quizzes - to connect prior learning. Could be cumulative 'unit' quizzes or "*Flick back...*" style.
4. Review feedback – away from the point of teaching (including written comments)

Alongside the correction of mistakes and errors, feedback should be specific to the purpose of the lesson. In this policy, mistakes and errors are defined as simple *slip-ups* e.g. *miscalculation*, *spelling error*. Misconceptions show a lack of understanding and may be addressed in the next steps/ future lesson design.

Knowledge Organisers, Knowledge Notes and Vocabulary Booklets are all designed to reduce misconceptions.

Type	What it looks like	Evidence (for observers)	Frequency
Live	• Immediate, often verbal feedback to keep children on track, provide timely intervention or further challenge. • Includes gathering feedback from teaching, including mini-whiteboards, bookwork, etc. • Takes place in lessons with individuals or small groups • May involve use of a teaching assistant/ INA to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/ annotations according to the marking code • May lead to Same-Day Intervention	• Lesson observations/ learning walks • Some evidence of annotations or use of marking code/ highlighting • Improvements evident in books, either through editing or further working • SDI code showing additional intervention	Throughout lessons
Summary	• All pupils self-assess at the end of a lesson or activity • Provides an opportunity for evaluation of learning in the lesson • Evaluates against the learning objective(s) using the Assessment Triangle • May take form of self- or peer- assessment against an agreed set of criteria	• Assessment triangle by the lesson's title • Lesson observations/ learning walks • Timetabled pre- and post- teaching based on assessment • Some evidence of self- or peer- assessment	At end of lesson / activity
Quizzes	• Quiz questions used to check knowledge of core content • Often used to connect prior learning at start of lessons • Pupils mark own quizzes • Cumulative quiz questions are used to build up knowledge and spaced retrieval	• Copies of completed and marked quizzes in books • Cumulative quizzes at start of a new unit. • Lesson observations/ learning walks	Throughout lessons
Review	• Takes place away from the teaching session • May involve written comments/ annotations for pupils to read/ respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention or immediate action	• Acknowledgement of work completed • Written comments and appropriate responses/ action • Improvements evident in books, either through pupils' response • Pupils' edits are often in purple pen • Adaptations to teaching sequences when compared to planning • Use of annotations to indicate future grouping	Following Assessed Writing (e.g. Sparkle Writing)



1. Marking and feedback is written in pink and green pen. Pink is used to highlight successful elements of the learning against the objective/ success criteria as in 'tickled pink'. Green is used to highlight areas for further development as in 'green for growth'.
2. A. When providing feedback about English writing objectives:
 - A **pink star** and text/ icon is used to highlight evidence of successful application of skills
e.g. ★ subordination
 - **Pink** is used to comment on **how** learning objectives/ success criteria have been achieved.
e.g. ★ I like your use of powerful adjectives to describe your character.
 - **Green** is used to provide feedback on how improvement can be made in the form of a next step that requires a response. The response could be to: make corrections; complete a small set task or answer a question.
e.g. 🧑🏫 Now add in three adverbs to describe how your character does things.
 - Not all spelling, punctuation and grammar errors are corrected/ highlighted for correction in every /piece of work but will be noted as a future teaching point.
 - Mistakes and errors are corrected in green, appropriate to the level that the pupil is working e.g. spelling of words within the child's phonic/spelling phase. If a spelling is not correct, the incorrect part of the word is underlined for the correction be made above. This correction can be made by staff or pupils as they gain confidence.
 - Incorrect letter formation is identified. The correct form is written in **yellow** (highlighter) pen for the learner to trace over. This is often practised further at the time.
- B. When providing feedback about mathematics objectives:
 - A **pink tick** is used to highlight evidence of successful application of knowledge.
 - A **green question mark** is used to highlight errors so that the learner can re-attempt the calculation and write their correction next to it.
 - Incorrect numeral formation is identified. The correct form is written in **yellow** (highlighter) pen for the learner to trace over. This is often practised further at the time.
 - **Pink** comments can be made to provide further challenge.
e.g. How many other ways can you find?
 - Misconceptions are challenged through live feedback, same-day intervention or future lesson design.
3. The person providing feedback **must** write their initials.
4. Feedback recorded in children's books must be succinct and communicated at an appropriate level. In EYFS and KS1 children are taught iconic representations for 'next step' improvements in English and mathematics (see Appendix V). When children are reading at **Stage 1 Secure** or above, then written feedback will be used.
5. In a few circumstances e.g. *final copy or an end of unit piece of work*, a celebratory comment, image (smiley) or sticker may be appropriate to congratulate a job well done. This would preclude a 'green for growth' comment.
6. House points may also be awarded for evidence of quality learning. Children should ensure these are added to their weekly total.
7. Importance should be placed on learners recognising that Assessment Criteria sheets indicate their targets so that they can explain their next steps in learning.



Effective response to feedback

1. Learners are given planned time to respond to feedback. Some useful mechanisms to enable this are:
 - Pupils must be given an opportunity to respond to summative feedback.
 - Planning response time / quizzing / spaced retrieval into the following lesson.
2. Learners use **purple polishing pens** to show evidence of correction and improvement to their English work.
3. In KS2, learners are given opportunities to review progress against their Assessment Criteria sheets.



COLDEAN LEARNING & FEEDBACK CODES

Key Stage 1

Code	Meaning
A	<u>A</u> dt-guided with verbal feedback; some corrections, suggestions evident on work.
PA	<u>P</u> artial <u>A</u> dt support with some verbal feedback.
V	<u>V</u> erbal feedback
S	<u>S</u> hared learning
I	<u>I</u> ndependent learning
SDI	<u>S</u> ame <u>D</u> ay <u>I</u> ntervention
AL	Adult-led

	Successful achievement of the learning objective(s) or success criteria
	Mathematical error to be corrected
	Corrections and next steps / challenges in learning

	I had a go at achieving the learning objective
	I need a little more practice with the learning objective
	I feel confident and could teach somebody else
	Evidence of learning objective found in <i>Sparkle Book</i>

COLDEAN LEARNING & FEEDBACK CODES

Key Stage 2

Code	Meaning
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A	<u>A</u> dt-guided with verbal feedback; some corrections, suggestions evident on work.
PA	<u>P</u> artial <u>A</u> dt support with some verbal feedback.
V	<u>V</u> erbal feedback
S	<u>S</u> hared learning
I	<u>I</u> ndependent learning
SDI	<u>S</u> ame <u>D</u> ay <u>I</u> ntervention
AL	Adult-led

	Successful achievement of the learning objective(s) or success criteria.
	Mathematical error to be corrected.
	Corrections and next steps / challenges in learning.

	I had a go at achieving the learning objective.
	I need a little more practice with the learning objective.
	I feel confident and am ready for a Flamingo challenge.
	Evidence of learning objective found in <i>Sparkle Book</i> .

COLDEAN EDITING CODES

Key Stage 1

Code	Meaning
	Punctuation missing

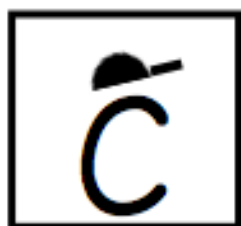


^	Missing word
____ sp.	Part of word misspelled
//	New paragraph (change of topic, person, place or time)

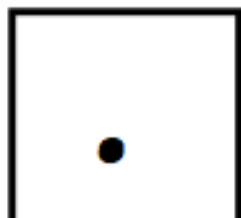
Key Stage 2

Code	Meaning
“” „!?’;:	Punctuation missing
^	Missing word
____ sp.	Part of word misspelled
//	New paragraph (change of topic, person, place or time)

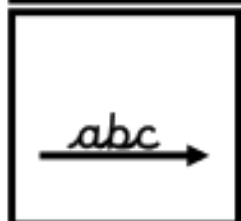
Visual Feedback Icons for English



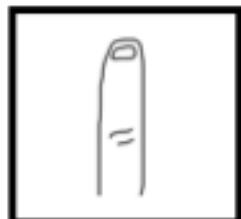
Use a capital letter.



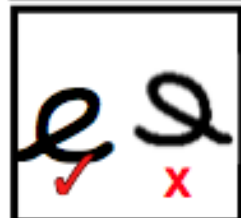
Use a full stop at the end of a sentence.



Write from left to right.



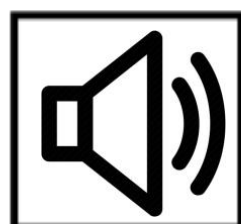
Use finger spaces.



Check your letter formation.



Make sure your letters sit on the line.



Listen to the phonemes in the word.



Read through your work and check it makes sense.

abc

Use your phoneme card.

g l p

Check ascenders and descenders.

abc

Use neat, joined handwriting.



Use interesting vocabulary.

! ?
“ ”

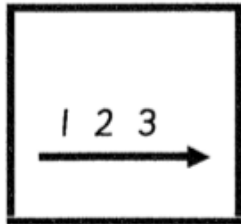
Use other punctuation.



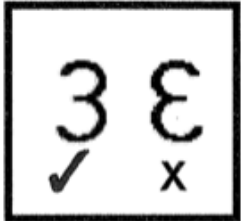
Think about _____



Order your writing.

Visual Feedback Icons for Mathematics

Write from left to right.



Check your number formation.



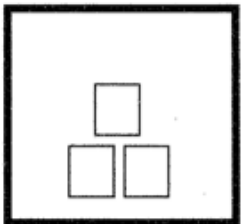
Make sure your numbers sit in the squares.



Check your work.



Think about _____



Use equipment to help you.