FEEDBACK POLICY

Adopted by the Governing Body of Dunkirk Primary School:	
Approval:	**Head Teacher**
Review:	**November 2019**
To be reviewed by:	**Steve Parry & Kristabel Beeley**
Committee responsible:	**P&PC**

At Dunkirk, we recognise the importance of feedback as part of the teaching & learning cycle, and understand that providing meaningful and timely feedback is one of the most effective ways of improving pupils' learning. We therefore aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

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 the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- allow dedicated time for the pupil to respond
- focus on 'errors' rather than 'mistakes'
- provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload and emphasises that marking should be **meaningful, manageable and motivating.**

Key Principles

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

- the sole focus of feedback and marking should be to further children's learning;
- written comments should only 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 a 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;
- all pupils' work should be reviewed by teachers and teaching assistants at the earliest appropriate opportunity so that it might impact on future learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;

When work is reviewed, it should be acknowledged in books. Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit and the research document 'A Marked Improvement?' This is 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 enables them to adjust their teaching both within and across a sequence of lessons.
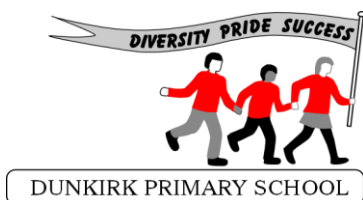
Feedback and marking in practice

It is vital that teachers and teaching assistants 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 three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

Feedback that takes place closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. Therefore, as a school, we place considerable emphasis on the provision of immediate feedback wherever possible. Where feedback is based on review of work completed, the focus will often be on providing feedback for the pupil to act upon or for staff to adapt their planning and teaching.

At Dunkirk, feedback can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	• Includes staff gathering feedback from teaching, including mini-whiteboards, bookwork, guided group work etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the WALT/WILF • Includes **highlighting/annotations** according to the marking code (below).	Termly observations/lesson drop-ins/learning walks Some evidence of annotations or use of marking code/highlighting
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria (the WILFs for the lesson) • In some cases, may guide a staff's further use of review feedback, focusing on areas of need	Lesson drop-ins/learning walks Timetabled pre- and post-teaching based on assessment Some evidence of self- and peer-assessment May be reflected in selected focus review feedback
Review	• Takes place away from the point of teaching • Likely to involve **written comments/annotations** for pupils to read and 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	Written comments and highlighting along with appropriate responses/ action made by the pupil Adaptations to teaching sequences tasks when compared to planning Use of annotations to indicate future groupings

Marking Approaches

Feedback will be acknowledged in some form in English and maths books. This will be through simple highlighting of the WALT/WILF.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols) to show the pupils how successful they have been. Where pupils are unable to read or understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well prepared for the next stage in learning, this need not be annotated beyond the highlighting of the learning objective (WALT); further challenge may be set to see if the pupil can apply their learning in a new context.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Target setting

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In many cases, explicit targets, which focus on the key next steps for an individual pupil, are effective in supporting their development. At Dunkirk, we believe the most effective targets are:

- Explicit, specific and clear
- Short term
- Limited in their number
- Set with the pupil's involvement.

Targets are kept accessible for children so that they can review and track their progress.

There is no expectation that targets are updated on a fixed term, but these should be reviewed regularly by both pupils and teachers, and updated when they are achieved. Where targets remain for a long period, these should be reviewed to take account of a child's needs and progress.

Errors and Mistakes

A 'mistake' is defined as something a pupil can normally do correctly, but has not on this occasion.

An 'error' occurs when a pupil has not mastered or has misunderstood the intended learning.

At Dunkirk, we focus on the identification of errors/misconceptions to provide feedback on, as this supports effective learning. Prompts, hints, questions and models (WAGOLLs) are provided in the review feedback, and time is given to the pupil to respond to these to further their own learning. Simply correcting the error will not support the pupil to make any progress.

Mistakes may also be identified in marking, and the pupil will be directed to correcting these for themselves rather than being corrected by the teacher.

Staff must show using **VF** for verbal feedback in books or through actual **written modelling** of the process/addressing misconceptions in children's books and or **WAGOLL** (What A Good One Looks Like).

There should be a clear development of learning after verbal/written feedback at the point of learning to show that learning has been altered/developed.

Expectations

English and maths books should be reviewed daily but only for those children who have not been in a guided group with an adult, received verbal or written feedback or have not had scaffolded self/peer assessed. Any written feedback should reflect the previous policy statement of 'Where feedback is based on review of work
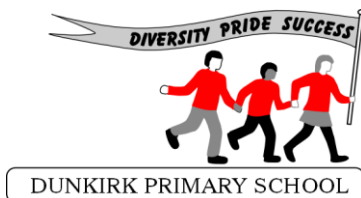
completed, the focus will often be on providing feedback for the pupil to act upon or for the teacher to adapt their planning and teaching'.

Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is with our marking code, which combines use of highlighters and symbols codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

Annotation	Meaning
green	The green highlighter represents 'Green for Good' and shows that the work has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome.
pink	The pink highlighter represents, 'Pink for Think', and identifies work or a success criteria (WILF) which needs further attention or displays an error or misconception (e.g. letter needing capitalisation; poor word choice; specific error in calculation, etc.)
blue	The pupil as, 'Blue for Review' uses the blue pencil / pen. Work completed in this pen/ pencil shows the work completed by the pupil in response to the feedback.
Comment	**Meaning**
VF	Verbal feedback given by staff and demonstrated impact afterwards
SA	Pupil self assessment linked to checklist/criteria
PA	Peer (partner) assessment linked to checklist/criteria
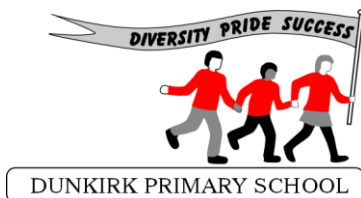
References

- ***A Marked Improvement? A review of the evidence on written marking.*** April 2016 Education Endowment Foundation and Oxford University https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf

- The Education Endowment Foundation's Teaching and Learning Toolkit. May 2011 https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf

- ***'Enriching Feedback in the Primary Classroom'*** May 2003 Shirley Clarke A summary of the 'Success and Improve' strategy from this publication can be found in Appendix 1

- ***'Active Learning through Formative Assessment'*** November 2008 Shirley Clarke Summary can be found in Append

Appendix 1 – The 'Success and Improve' model
This summary is taken from Shirley Clarke's publication 'Enriching Feedback in the Primary Classroom'. This contains further information and examples of feedback.

'**A summary of a 'success and improvement' strategy for marking (using all aspects orally with younger children [defined as up to the end of Year 1]**

1. ***Showing Success*** ('***Green for Good***')
   The teacher finds the three **best** places in the child's work, which link with the learning intention, and then highlights, circles or underlines these. This avoids having to write things, which will be largely inaccessible to the child. All children [within their ability band] should receive the same number

2. ***Indicating improvement ('Pink For Think')***
   A symbol, such as an arrow, is used to indicate precisely where on the work improvement could be made (again avoiding text). The improvement is made at the end of the work. A WAGOLL (What a Good One Looks Like) may be used to model.

3. ***Giving an improvement suggestion ('Blue for Review')***
   An improvement suggestion is written/ asked for by the teacher to help the child know how to make the specific improvement.

4. ***Making the improvement***
   Classroom time is given for children to read the successes and improvement suggestion and to make the improvement (typical total maximum time needed is 10 minutes).
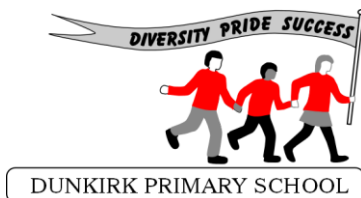
In analysing many examples of teachers' marking, there appear to be three types of improvement prompts:

- o **the reminder prompt** is simply a reiteration of the learning intention and simply reminds the child of what could be improved: *Say more about… Explain why you think this*…

- o **the scaffolded prompt** involves the teacher deciding what he/ she would like the child to write, then finding a way of handing it back to the child. These are often:
  - ▪ *a Question - Can you explain why?*
  - ▪ *a Directive - Please check your answers by…*
  - ▪ *an Unfinished Sentence – He was a good friend because…*

- o **the example prompt** models a choice of possible improvements, but asks if the child has an idea of his or her own.' *Choose one of these statements and then create one of your own:*
  - ▪ *George was unlucky because he tipped over Grandma's medicine before she drank it all.*
                        OR
  - ▪ *George had a lot of bad luck, particularly when he tipped over Grandma's medicine before she had finished it.*

Appendix 2 – Integrating Feedback into Lessons

This summary is taken from Shirley Clarke's publication 'Active Learning through Formative Assessment', and outlines how the 'Success and Improve' model can be used with the whole class to support effective learning and good learning behaviours.

'*The pupil selected for whole-class success and improvement of their work must be randomly selected, perhaps by a 'draw' using named lolly sticks, so that the message is clear: anyone's work can be identified for success and improvement.*

Pupils have their work 'marked' or commented on by the class, with both success, improvement needs discussed, and improvements made.

Increasingly, pupils cannot help themselves editing their own work.

The process moves the plenary from the end to the beginning and throughout the lesson.'