



CPD FEEDBACK ON LEARNING POLICY

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We believe that, ‘effort beats talent’ (D.Williams, 2017) and that if there is a culture of improvement, expectations and ambition will rise therefore improving attainment and achievement. Our feedback on learning policy is focused on future learning. It is a vital part of our Teaching and Learning Policy whereby staff use a range of techniques to identify gaps in learning and address these quickly and effectively. Our policy and practice at each school ensures that children are aware of what they are doing well and what they need to do in order to succeed further.

We believe that a consistent, clearly outlined and specific Feedback on learning policy will contribute to developing children’s understanding of their learning, enhance self confidence and offer opportunities for self and peer assessment. This policy aims to provide systems that are consistent throughout each school – consistency provides an essential part of the Feedback on learning success as a clear system encourages children to systematically reflect on learning in a positive way rather than marking being use negatively, and, potentially, impacting on wellbeing.

‘Marking has the potential to be the most powerful, manageable and useful ongoing record of achievement’
(Clark, S. Targeting and Assessment in the primary school)

Our feedback on learning approach will allow children to respond to feedback and take ownership of their learning, enabling them to become independent and pro-active learners. Children will understand that success and hard work are to be celebrated and that self-development is an important part of becoming a successful and ambitious adult.

Aims and Principles:

- Encouraging children to progress and ultimately flourish in their learning
- Giving children effective feedback on their learning
- Enabling children to celebrate success and show them that we value their work
- Achieving a consistent approach to marking across the school
- Making up part of the formative assessment procedures (providing on going assessment that should inform future lesson planning)

Our policy has been created using evidence of the best practice from the Education Endowment Foundation and other expert organisations alongside information from our own schools about what works best. Our feedback on learning policy is constantly under review (with all members of staff) to ensure the highest impact on achievement and attainment.

Our feedback on learning policy has been written with staff across the federation to support the workload of teachers. Teachers will ensure that that their marking and feedback is only done to positively impact upon the progress of a pupil.

Monitoring and Implementation. This policy will be monitored through:

- Regular monitoring of pupils work
- Discussions with staff and pupils
- Learning walks and observations of learning in lessons

The policy compliments other documents in particular the Teaching and Learning Policy. This policy provides the minimum expectations and, therefore, teachers should also recognise that they have to ensure suitable strategies are in place for all learners to ensure progress. Consequently, there will be times when more feedback on learning is fundamental to ensure learning development.

Practice at each school is personalised to meet the needs of the school. Please see individual school practice, which meets the aims and principles detailed in this policy, as follows:

Appendix 1: Calverton Primary School

Appendix 2: Central Park Primary School

Appendix 3: Dersingham Primary School

Good assessment for learning is personalised and a two-way dialogue between both students and teachers; each not only listening to what the other is saying, but also what is said to inform the learning process.

Calverton Primary School



At Calverton we want children to be independent in their learning, with an awareness of their own strengths as well as areas for development (Next Steps). Therefore, it is essential that:

- they are made aware of the learning objective of each task/lesson and of the criteria against which their work will be marked/assessed. *'This is what we are going to learn and this is how I will mark it.'* Marking Rubric to be used for English, alongside the planning.
- the learning needs of individual children are understood and work is matched and marked appropriately.
- their work is marked in such a way that achievement is acknowledged (underlined in green highlighter) and teaching points and next steps are shown (underlined in pink highlighter).
- where appropriate marking/feedback is directly linked to learning objectives.
- when a learning objective is met, this is acknowledged on the child's work

Green for Good Pink for Think

- Teachers must mark clearly in **red pen**.
- In all subjects (Years 1 to 6), when a child responds to marking, it should be written using a 'Purple Polishing Pen'.

Wherever possible, marking takes place with the children, e.g. when staff are working with a focus group. This offers guidance as to the extent to which learning intentions have been met and suggests the next steps children might take in their learning.

Whole school approach

In order to achieve a whole school approach marking methods must be agreed and should be:

- Consistent across the Key Stages.
- Developmental across the age – range.
- Consistently applied by all those working with children in the school including supply teachers and support staff.

The nature of feedback

- Comments should refer to the learning intention of the task.
- Comments may form the basis of a discussion between the teacher and child.
- Comments may be oral or written, formal or informal.
- Comments may be given to groups or individuals.

Verbal feedback....

Verbal feedback needs to be acknowledged in the child's book to show that it has happened.

VF should appear, where possible in the margin next to the relevant work, followed by a brief comment (eg: VF conjunctions).

Written feedback should be.....

.....legible. We need to be good role models with our handwriting.

.....clear in meaning. Can the child understand my comment?

.....developmental, e.g. children will find out how they are getting on and what the next learning step will be.

..... responded to by children before the next piece of work.

Marking Codes

Verbal feedback - VF Spelling - SP Grammar – GR Self-Assessment – SA Peer-Assessment – PA

Expectations in marking for teachers:

- All books need to be marked as soon as possible after the lesson so that pupils are able to read and respond to teaching comments before the next lesson.
- The teacher must acknowledge the response to marking with a red tick.
- House points must be given for exceptional work.
- Class teachers are responsible for their classes books, even when they are being taught in other groups or by other adults, for example: PPA cover, RWI groups, Set Groups.
- If you are not the class teacher, you must initial your marking.

Expectations for self and peer assessment

- Children must only write in their own books when peer assessing, ie: not marking peer's work.
- Children mark their own work by underlining using pink and green colouring pencils.

Central Park Primary School



General Guidance to our Feedback on Learning Policy

Work should be marked against the learning objective using the agreed success criteria. Children should be informed about the learning objective (LO) during the lesson in terms that they can understand and it should be written on the whiteboard. Ideally, the teacher must enable some discussion to establish the success criteria with the pupils.

- Teachers should refer to a range of exemplary work, appropriate to the age of the children. The characteristics of the work should be discussed with the children.
- The approach to marking will vary depending on the age of the child and the subject being marked. During the Early Years, feedback will be mainly verbal. Work in PE, music, art and drama throughout the school will usually involve verbal commentary.
- When relevant, marking should take the child's learning targets into account and provide an assessment of how far they have been achieved.
- Written comments should indicate where the pupil has been successful and where the area for improvement is.
- Marking should always take the needs of the individual child into account. For example, the marking of spelling mistakes will vary from one child to another and only those spellings that are relevant to the particular child's needs should be marked with reference to the year group non negotiables. A maximum of 3 errors are to be shown in books.
- Spoken errors should be corrected with sensitivity, taking into account the child's individual level of development.
- Written comments should set a good example of clear, neat, legible handwriting and should reflect the school's scheme of work for handwriting, as well as being grammatically correct.
- Where marking is completed it should happen as soon as possible. This will support planning alterations (formative assessment) and provide information to the learner about their achievement and next steps, therefore directly supporting their development

Early Years Foundation Stage (EYFS)

In the EYFS, each pupil has a conference with their key-worker to discuss their achievement, likes, dislikes and 'next steps'. They happen each term and in Nursery and Reception. In these conferences the pupils' interests help to inform the planning for the following term/half-term. On a more frequent basis, pupils discuss their achievements, including those recorded in their 'WOW' books (record of achievements) and online journal (SEESAW) with their key-workers. Parents and other practitioners are also encouraged to contribute to this record of achievement. When 'next steps' are achieved they are dated. Oral feedback is a key feature of FOL in the EYFS. Children's next steps are shared with them orally on a day to day basis.

Meeting the needs of all learners:

We celebrate every child as having a unique learning style and individual set of learning needs, therefore, whilst we strive for consistency, we recognize that some children need feedback in different ways. For example, some pupils need more feedback, more time, or, a particular type of feedback. Our learners in school with complex needs would find our whole school approach to feedback on learning unsupportive therefore we provide feedback through dialogue with adults, weekly planning, reflection and evaluation, and, video and photo

evidence. Our celebration of achievement is shared with our learners and families on weekly basis using an APP called Evidence for Learning.

Homework

Teachers are not expected to mark homework but it is acknowledged (with a stamp or signature). The teacher maintains a record of who is completing homework and will write to parents/carers if pupils do not complete homework (a letter will be sent after three weeks)

Frequency of marking:

- a) **English** will be marked at least 2 times per week (teachers will make sound judgements about the appropriate point to mark more regularly, to accelerate learning, for example, the writing phase of an English learning journey, building up to a final piece of writing). This marking will be alongside the LO and SC only, however, in Year 1, there will be a focus on the basic skills in this marking. After marking teachers will identify if the pupils have met the LO.
- b) **Maths** will be marked every day (apart from Monday Mental Arithmetic). All calculations must be marked by the teacher – at least 5 to inform the teacher how well the learner has met the objective. Following this marking teachers will provide an opportunity for children to fix their errors. They may select a focus group of children to do some follow up teaching with. In maths teachers will use BI 1, BI 2 or BI 3 to give appropriately pitched challenge questions. All effort is made in the school for labels of attainment to be removed so that all children know their success and how to improve - personalised learning. (see Appendix 8 for more information)
- c) Monday sessions for Maths and English are not expected to be marked. English sessions are led through spoken language and no written work is expected in books – marking will take place in the form of verbal feedback (see below). Maths will be marked throughout the lesson using VF and assessment throughout the lesson will drive challenge, support learners and teacher will immediately intervene, as they use this information in the lesson.
- d) **Guided comprehension lesson marking:** To be marked by the class teacher through VF.
- e) Handwriting lesson marking: VF and modelling of letter formation throughout the lesson.
- f) Science, religious education, history, geography, art and design & technology to be marked 2 times per unit of work (half term) using the approach above. Teachers must ensure that this is appropriately timed and that one piece of work has been marked mid-way through the unit.
- g) **Physical Education:** To be assessed by the specialist coaches. The additional PE session to be marked by the class teacher through VF
- h) **Music:** To be marked by the class teacher through VF.
- i) **French:** Marking to be completed by the specialist teacher in school, 10 books per session, this will follow the star, build it and fix it approach alongside the SPAG marking coding.
- j) Marked work must be promptly returned and pupils encouraged to reflect on and / or improve marked work – Dedicated Fix It and Build It time will support response to marking.

-pupils must show their response to marking in their books with a green pen
-pupils will be encouraged to edit and improve their own work in this dedicated time
-books and learning walks will evidence that children are responding to Build It and Fix It comments from their teacher.

Comment marking needs to be structured by the following methods to support the 'Build It' stage of assessing work

- i. Reminder prompt – How do you think.....?
- ii. Scaffolded prompt – An order or direction e.g. Describe
An unfinished sentence ...What do you think.....?
- iii. An example prompt – Give two examples.

Verbal Feedback

As in written feedback, verbal feedback needs to be linked to the success criteria as identified. All teachers must ensure that:

- a) They provide regular verbal feedback which can be direct to one pupil or indirect in so far as pupils listen to the feedback of others.
- b) Verbal feedback takes place routinely and is constructive, supportive and informative.
- c) When completing VF there must be clear evidence of star, fix it and build it language being used. The evidence of this will be shown throughout the work, with worked examples in place. This will create a learning conversation that is structured consistently across the school supporting children to accurately understand how to improve their work.

INVOLVING PUPILS IN FEEDBACK ON LEARNING

Self and Peer Assessment:

Self-assessment promotes independent learning and helps pupils take more responsibility for their progress. Self and peer assessment should be a natural component of day to day activities.

- a) Pupils can assess the work of their peers using pupil-speak level descriptors/success criteria. They must be encouraged to give positive and constructive feedback – this will need to be modelled by the teacher.
- b) Pupils will be able to use their assessment information to set targets for themselves to enable them to move forward in their learning.
- c) Self or Peer assessment does not always need to be written in books but the initials SA or PA need to be written alongside the piece of work so there is evidence that it has taken place during every lesson.
- d) The success and improvement approach using the ‘star’, ‘window’ and arrow system. Whereby the star represents a success, the window an area for improvement / next step and the arrow how to achieve the next step.
- e) In the EYFS, pupils are encouraged to discuss the work; their likes and dislikes, reasons for this and pointing out progress.

When work is not marked by the teacher all lessons in all subjects should have SA or PA planned for. These sessions should be a taught part of the lesson and not a procedural point part way through a lesson, or at the end. The decision about whether to PA, SA or TA is not to be made in the lesson (although at times will be necessary) Planning in place will determine the right strategy to suit the learning task, carefully considering how best to ‘deepen’ the learning.

A good set of questions to support self and peer assessment could include the following. These could be displayed in the classroom.

- What did you do well?
- What do you need to do better?
- What did you find difficult/where did you get stuck?
- What helped you out of the difficulty? Was it something a friend said or did? Something the teacher did? Something to do with equipment? Something you did yourself?
- Where do you need more help?
- What pleased you most?
- Have you learnt anything new? Or what have you learnt today that is new?
- How would you change this activity for another group/class?
- Do you have any questions?

A clear set of questions to further embed the principles of a Growth Mindset for all children.

Marking Written Work

- Use a pen that is sympathetic and contrasting to the pupils’ writing.
- Depending on their level of development, children should be encouraged to self-correct misspellings by using a dictionary or word book and to write correct spelling underneath the work.
- If you require a child to proof-read their work, tell them what to look for. Encourage the practice of children asking others to proof-read their work (they should use a pencil or pen of contrasting colour, but not red).
- Assuming that the corrected work is a first draft, other errors could be corrected when the child is writing up a final version.

Comments should relate to the learning objective, using the success criteria as an agreed set of criteria to measure the success of learning against. In Year 1 marking using the star, build it and fix it may refer to the basic skills more regularly to support the development and provide clear feedback in this area.

Comments may also relate to the pupil's learning target; to spelling, grammar and punctuation; to handwriting and presentation; to relevance to the task set; to content, story line, organisation of ideas, clarity, use of vocabulary, structure, fluency, appropriateness of genre, originality, characterisation; to use of reference materials, word banks, dictionaries; the success of plans, drafts and revisions.

Marking Mathematical Work

- o Use a purple pen.
- o Be sensitive to the child's ability and understanding. Do not mark a whole piece of work wrong – discuss it with the child.
- o Mark correct with a tick. Mark wrong with a dot. If you are unsure, e.g. the child has added instead of subtracted, mark with a ?. Pupils are not allowed to use a rubber in number/calculations work.
- o Unless the original is being corrected, the correct answer should be written at the side of the incorrect answer, or the whole calculation should be written out again at the end of the work.

Comments should relate to the learning outcome, using the success criteria as an agreed set of criteria to measure the success of learning against.

Comments may also relate to presentation and layout; appropriateness of chosen method of recording and presenting work; recognition of patterns; ability to hypothesise; the degree of understanding of the concept and how well the child is able to apply this understanding to other mathematical situations; level of ability to find own ways of solving problems; the level of accuracy; knowledge of basic facts, e.g. number bonds, tables; ability to select and use mathematical resources; use of mathematical language and symbols; degree of self-checking.

Marking Science Work

Many of the suggestions for writing may be applied to Science work. In addition, comments may be made about the child's ability to hypothesise; ability to design appropriate investigation; use of empirical evidence; understanding of concepts; the ability to apply conceptual understanding to other situations; ability to select and use scientific resources; use of scientific language; appropriateness of chosen method of recording and presenting information; application of appropriate mathematical knowledge; understanding and application of fair testing.

Other Areas

The marking of work in other areas should draw on the advice given above. All marking should be relevant to the learning outcome for each subject, using the agreed success criteria as the platform for pupil teacher dialogue.

In History comments may relate to the child's chronological understanding, to their use of historical evidence in order to make deductions and observations, and to their understanding of the reasons why people in the past behaved or lived as they did.

In Technology, comments may relate to the appropriateness of the design for the purpose, the level of ability to evaluate and improve, how well skills and knowledge from other areas of the curriculum are applied, the making skills.

In Geography, comments may relate to the child's use of geographical terms, ability to describe and follow directions, map skills (using and designing), ability to locate and use appropriate resources, ability to collect, record and interpret evidence, and their knowledge and degree of awareness of the wider world.

Code	Meaning of the code
✓	A tick shows a correct answer
•	A dot shows an incorrect answer
★	A star indicates successful learning
FI	FIX IT: an error that needs correcting
BI	BUILD IT: a next step or challenge question
OA	Objective achieved
OPA	Objective partially met
ONAY	Objective not achieved yet
~~~~	Word underlined with a wiggly line shows a spelling error
————	A word underlined with a straight line shows a grammar error
○	A punctuation, capital letter or letter/number formation error
^	A word or phrase has been missed out
//	A new paragraph is needed (KS2)
/	A finger space is needed (KS1)
VF	Verbal feedback given
PA	Peer-assessment
SA	Self-assessment

# Dersingham Primary School



## Our practice at Dersingham Primary School is:

In core subjects our expectation is that:

The Super 6 books (teacher focus group) will be marked in depth and a diagnostic comment will be completed and stuck in the book using the label proforma (remember to base this on the relevant Target Tracker statement or the learning objective). These books must have a Fix It or Build It.

### Self-Assessment Guide

All other pupils (not the Super 6) will now self-evaluate their learning.

In Years 1 and 2, pupils will use a circle in the margin in coloured pencil next to the LO:

*Red - I've tried hard but I don't understand/don't feel confident with this. I need lots more help.*

*Amber - I am getting more confident with this but still need some more practice/help.*

*Green - I am confident with this and understand it well.*

In Years 3 to 6, pupils will stick in an appropriate colour sticker in the margin next to the LO:

*Red - I've tried hard but I don't understand/don't feel confident with this. I need lots more help.*

*Amber - I am getting more confident with this but still need some more practice/help.*

*Green - I am confident with this and understand it well.*

At the end of each lesson the children will now be expected to place their books in the appropriate tray matching their self-evaluation so that a quick assessment can be made by the teacher for the next day. The teacher will be able to pick up trends, misconceptions, and areas to address in the next lesson. This is done through a quick flick through the books.

Teachers should begin with the red sticker tray by a quick book look to check pupils' misunderstandings and use this information to inform their planning and next steps.

***All other books in English and Maths will only be dated and initialled to show that they have been acknowledged.***

### Points to Consider:

Teachers should train pupils to keep focused on completing the task and there should be sufficient work planned so pupils are engaged in learning without distracting the teacher.

The Super 6 focus time must be protected by the teacher. Pupils must be trained to work independently and teachers must show restraint in not being drawn to over support pupils not in their Super 6 group.

Pupils should be taught how to reflect and self-evaluate their work. This could be done through the teacher setting out clear success criteria at the start of the lesson or by saying ... 'You know you are doing well when ....' Or another starter could be 'Success looks like this...'

***In non-core subjects, one focus group of 6 children per week will have the teacher focus label, with the learning objective referred to. All other books will only be dated and initialled to show that they have been acknowledged. There is no need for self-assessment stickers.***

In our Early Years, teachers will use the focus labels for a group in Maths and English every day.

### Exceptions and a different approach to feedback:

In Art and Design Technology, teachers should 'helicopter mark' rather than focus on a Super 6. Pupils will be provided with verbal feedback (VF in the book) and, where possible, use of technical and skills-based vocabulary will be celebrated.

### Expectation for more able pupils:

More able learners will be provided with the opportunity for extended learning through Build It challenge questions/tasks.

**Expectations for pupils with SEND and different starting points:**

Teachers are expected to mark work by learners with SEND along with the rest of the class. Support staff working with pupils with SEND should indicate in the book whether the pupil worked independently or with support. They must ensure that they provide feedback to the class teacher at the end of the lesson.

**Expectations for pupil work:**

- Clear attractive presentation is to be expected throughout the school
- In English and non-core subjects, pencil should be used until the pupil has been awarded a pen licence
- In Maths children should use pencil only
- If children make a mistake the word should be crossed with a single, ruled pencil line
- All margins should be drawn in pencil
- Lines should be drawn with rulers using pencils
- Line guides should be used with plain paper
- All calculations should be laid out as clearly as possible, one digit per square.

**Our marking code is as follows:**

Verbal feedback given	VF
Self-assessment – I am confident with this and understand it well.	Green
Self-assessment – I am getting more confident with this but still need some more practise/help	Amber
Self-assessment – I’ve tried hard but I don’t understand/don’t feel confident with this. I need lots more help.	Red
Spelling mistake (KS2 to practise the word 3 times)	_____ sp e.g. becos sp NB not all spellings will always be corrected
Child taken for intervention group	Intervention