



Stimpson Avenue Academy

Feedback Policy 2021-2022

We Dream. We Believe. We Achieve.



Scope: Stimpson Avenue Academy	
Version: V1	Filename: Feedback Policy
Approval:	Next Review: July 2022 This policy will be reviewed every year.
Owner: Stimpson Avenue Academy	Union Status: Not applicable

Policy type:	
Non-statutory	

1. Purpose:

The purpose of this policy is to make explicit how members of the teaching team provide effective feedback to pupils which impacts positively on their learning and supports them in making good progress. All members of staff are expected to be familiar with the policy and to apply it consistently.

2. Introduction:

Feedback is an integral and important part of teaching and learning; we know this from many studies and extensive research. At Stimpson Avenue Academy, our aim is to create a culture of rich and effective feedback between teachers and pupils in order to support great learning, using those approaches which research and evidence suggest are the most useful.

Ultimately, feedback should be of most benefit to the learner and is a key part of what Dylan Williams terms '**Responsive Teaching**'. Williams states, "If there's a single principle teachers need to digest about classroom feedback, it's this: ***The only thing that matters is what students do with it.***"

This policy also recognises the significant time that written feedback can take and therefore seeks to make the most effective use adult time.

3. Rationale:

Our policy is underpinned by some of the findings from the EEF Marking Review in 2016:

- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
- The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress.
- Pupils are unlikely to benefit from feedback unless some time is set aside to enable pupils to consider and respond to feedback.
- Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. As an academy, we need to adopt an approach that means more effective and productive marking.

In addition, at Stimpson Avenue Academy, we believe that feedback should:

- Be consistent across the academy through the consistent application of the policy by all adults who teach and work with pupils.
- Be an integral part of the process of 'responsive teaching', which is evident in all lessons.
- Be a two way process: teachers will learn and be able to adapt their instruction from the feedback they receive from pupils within lessons; pupils will be able to learn from effective feedback they receive.
- Relate to the learning focus and the pupil's target(s).
- Take place at the earliest opportunity to have the greatest impact on learning.
- Primarily be a verbal process that takes place between teachers and pupils.
- Include written comments (marking) on occasions where it is appropriate.

- Be given where there is time and opportunity for pupils to respond to the feedback they have received.
- Look different in different year groups across the academy and be 'age- appropriate'.
- Be based on a thorough understanding of individual pupil and his/her learning.

N.B. Although this policy aims to reduce the amount of written comments made, we still expect that teachers spend time reading pupils' work regularly and carefully.

4. Providing feedback to pupils:

4.1 Timing of feedback

Effective feedback takes place as close to the point of teaching and learning as possible.

Timing of feedback can be categorised into the following three stages:

1. **Immediate feedback.** This takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.
2. **Summary feedback.** This may take place at the end of a lesson or shortly after, often as part of the plenary. It may involve some form of self/peer assessment.
3. **Distance feedback.** This takes place away from the lesson and provides feedback to the teachers about how well pupils have understood concepts or applied the skill. This in turn informs planning for future learning opportunities which may include written comments (marking) or the use of annotations/crib sheets to focus on the next steps for individuals or groups.

4.2 Types of feedback

<i>Type of feedback</i>	<i>What it might look like</i>	<i>Evidence (for observers)</i>
Immediate	<p>Takes place within lessons as part of teaching:</p> <ul style="list-style-type: none"> • Includes teachers gathering feedback from verbal responses, mini-whiteboards, book work, etc. • Takes place in lessons with individuals, small groups or the whole class. • Is given verbally so that the impact can be immediate. • Can be given by teaching assistants, other adults or peers. • May involve further support, challenge or a change of task. • May re-direct the focus of teaching or the task. • Does not need to be evidenced by way of written comments. 	Classroom observations, learning walks, lesson visits.

<p>Summary</p>	<p>Takes place at the end of a lesson or activity:</p> <ul style="list-style-type: none"> • Usually involves groups or whole 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. • May involve strategies such as 'exit' questions. • In some cases, may guide a teacher's further use of distance feedback, focusing on areas of need or particular interest. 	<p>Classroom observations, learning walks, lesson visits.</p> <p>Evidence of self and peer assessment - blue polishing pen.</p> <p>May be evidenced in adaptations of planning/next steps or marked on crib sheets within the lesson.</p>
<p>Distance</p>	<p>Takes place away from the point of teaching:</p> <ul style="list-style-type: none"> • Provides teachers with opportunities for assessment of understanding. • Adaptation of future lessons through planning, grouping or adaptation of tasks – teachers may group books into different piles to identify where 'group feedback' is required in the next session. • The use of crib sheets for teachers to organise feedback into groups and support their teaching within the next lessons. 	<p>Monitoring of pupils' books, planning and through professional discussions between teachers and leaders.</p> <p>Work is acknowledged.</p> <p>Spelling, grammar and calculation errors will often be corrected.</p> <p>Written comments may be evident. Use of annotations/ crib sheets to indicate next steps.</p>

4.3 Methods of feedback

Across the school, children will be provided with written feedback following our Academy's marking codes.

4.3.1 Immediate feedback

Verbal feedback: Where verbal feedback is given to a pupil, this should be recorded in the pupil's book using the marking code VF.

Self-marking: Pupils are encouraged to self-evaluate by identifying their own successes and looking for an improvement point often based upon the success criteria. If this strategy is to be used it will be highlighted/annotated in the planning. Pupils setting their own targets and recognising their own areas of success is an important part of the marking process at Stimpson and it is understood that pupil involvement in their own marking promotes their independence and pupil progress. Pupils will use blue pen for self-marking.

Peer Marking: The following points are important when pupils mark in pairs:

1. Pupils need to be trained to do this through modelling with the whole class, watching the paired marking in action.
2. Ground rules should be decided as a class and adhered to.
3. Pupils should point out two things that they like first and then suggest a way to improve the piece but only against the learning intention. The 2:1 success to improvement ratio should be followed to avoid over criticism. The target should be linked to the success criteria wherever possible.
4. Encourage a dialogue between the pupils rather than one child being the 'teacher'.
5. If this strategy is to be used it will be highlighted/annotated in the planning.
6. Pupils will use blue pens for peer marking.
7. See appendices for examples of suggested proformas.

***peer and self-marking to be introduced during Summer term in Year 1 and teachers to use their judgement as to when this is appropriate.**

4.3.2 Summary and distance feedback

Written feedback – developmental marking:

Where written feedback is appropriate, at Stimpson Avenue Academy all teachers, TAs and HLTAs mark in **pink pen for recognition and praise** and **green pen for target setting and improvements**. TAs will initial their marking in the pupil's books. Teachers' handwriting will be neat and spelling and grammar must be accurate.

All teachers and (HL)TAs will use the following marking system for this:

Tickled Pink

Green for Growth

Blue Polishing Pen will be used for pupils to respond to the marking and the key aim is to support improvements and promote progress.

Tickled Pink

When a child has used a challenging skill, met a target or extended their work beyond the expectation of the lesson the teacher will highlight or comment on the element/words/phrase/calculation that has made them feel 'Tickled Pink'. The comment should be positive, specific and link to the learning focus.

Up to three different highlighted features may appear in the child's work and a comment in pink 'Tickled Pink' will be written at the end of pieces of work to explain the reason for their highlighting or for the more able pupils challenge the child; can they explain why their work is highlighted in pink? (by ticking/underlining). Those pupils are required to respond using a **Blue Polishing Pen** before the next lesson begins.

Green for Growth

Green is used to highlight an element of the pupil's work that could be improved. It may be missing punctuation, an incorrect layout of work or a muddled sentence that needs to be re-read and clarified.

A maximum of three improvements (excluding spellings) can be identified in a piece of work. At the end of the piece of work the teacher will use a 'Green for growth' key in the margin to explain the reason for their highlighting or for the more able pupils challenge the child; can they explain why their work is highlighted in green? Those pupils are required to respond using a **Blue Polishing Pen** before the next lesson begins, the pupils will also use the pen to make the corrections or amendments to their work.

A second general comment will be highlighted using the 'Green for growth' key, this will identify what the child needs to achieve to take their learning forward. A golden thread should be seen woven through their work where goals are set and then recognised before the pupils move on.

The key purpose of the green for growth comment is to consolidate or extend pupil progress and will typically link to the learning focus. It will address misconceptions or misunderstandings in relation to the learning focus or if the learning focus has been successfully met, a challenge will be made to extend the learning.

This can involve adding words, correcting aspects of work and reviewing and improving for example by rewriting sentences and paragraphs with key identified area of improvement.

Blue Polishing Pen

o **The key aim is for the pupil to demonstrate progress according to the learning focus.**

o Pupils subsequently **MUST** engage with the marking and green for growth comments.

o Pupils will respond to every green for growth comment in their blue polishing pen.

o This response will address their misconceptions or meeting of the learning focus or will show an extension of learning according to the learning focus.

o Unless the LF is spelling or grammar focus, this may be commented on in addition to the above not the main target marking.

Respond to the Blue Polishing Pen:

- Staff must respond to the blue polishing pen.
- If the pupil is still demonstrating misconceptions, this needs to be followed up by targeted support by the member of staff or where appropriate, an intervention group.

Spelling, punctuation and grammar – mistake or error?

To encourage pupils to identify mistakes in their own work, proof-reading and checking should be encouraged. This may also involve peers. Mistakes may be identified by an adult but the

expectation is that the pupil does already know and understand the underlying principle which will enable them to correct the mistake.

Pupils will be supported to correct errors by the adult using strategies such as targeted questioning, referring to a rule or a reference on the Working Wall, or giving an example, which, if followed, the pupil can use to correct the original error.

Not every spelling, punctuation and grammar mistake/error is marked in every piece of writing but will be noted as a future teaching point if necessary. However, where punctuation, grammar or spelling is a pupil's target then they are expected to make corrections using a **Blue Polishing Pen**.

Up to three age-appropriate spelling errors will be underlined and identified as 'Green for growth'. These words will then be written correctly by the teacher at the end of the piece of work. (Dots and dashes to be used where appropriate to model correct use of phonic sounds, as per the Read, Write, Inc programme). Before the next lesson begins the pupils will practice each spelling three times using their **Blue Polishing Pen**. The teacher will check and acknowledge that the spelling errors have been corrected.

Important: a child will not have the same word highlighted in every piece of work – TA intervention will be in place for words/spelling patterns that a child persistently struggles with.

N.B. It is an academy expectation that teachers model the 'Tickled Pink' / 'Green for growth' process to pupils at the beginning of each year so that they are clear what the different colour markings in their books means and what is expected of them when they respond.

4.3.3 Feedback in Maths:

Guidance from the NCETM echoes that of researchers, OFSTED and experts:

'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.'

Feedback will:

- identify errors and misconceptions as well as conceptual and procedural fluency;
- help pupils identify mistakes in their work;
- inform adaptations to the teaching sequence;
- involve pupils in peer and self-assessment;
- involve all adults who work in the classroom;
- be verbal and use crib sheets where possible.

It is an academy expectation that all calculations will be marked and reviewed where appropriate. A pink tick will be used if the calculation is correct and a green dot will mark incorrect answers. Pupils will correct their errors in blue polishing pens as at Stimpson we recognise this is how pupils learn and learning from mistakes should be promoted at all times.

All recorded work, including any jottings, must receive acknowledgement in some form – teacher initial, VF, corrected calculation, challenge questions or use of marking codes.

4.3.4 In-depth marking (to include foundation subjects)

This is used when a pupil has produced a substantial piece of work. Teachers focus on both successes against the learning focus and improvement needs relating to the success criteria where appropriate.

In-depth feedback is likely to take place in response to extended writing in any subject, with the expectation being that this takes place at least weekly .

When deep marking, teachers apply the 'Tickled Pink' / 'Green for growth' expectations.

5. References

Education Endowment Fund Marking Review, 'A Marked Improvement', April 2016.

https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf

OFSTED 'Mythbusting' Document, August 2016.

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting>

Michael Tidd, 'A Policy for Feedback not Marking'.

<https://michaelt1979.wordpress.com/2016/05/24/a-policy-for-feedback-not-marking/>

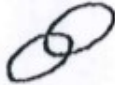




Department for Education, Teacher Workload: Marking Policy Review Group.

<https://www.gov.uk/government/groups/teacher-workload-marking-policy-review-group>

NCETM, 'Marking and Evidence Guidance for Primary Mathematics Teach

MARKING KEY - Codes

EYFS/Year 1

<u>MARKING KEY - Codes</u>		
<u>EYFS/KS1</u>		
Capital letter	Conjunctions	Finger spaces
ABC		
Letter formation	Number formation	Write one
		

Year 2 - 6

Marking Codes

English



Code	Explanation
T	Teacher led activity
S	Worked with TA support
I	Worked independently
✓✓	Effective words or phrases
_____	Good sentence – sentence is underlined
PP ✓✓	Good presentation
VF	Verbal feedback given
S	Check this spelling. Write it correctly 3 times in your blue polishing pen.
P	Check your punctuation. Correct it in your blue polishing pen.
G	Check your tense and grammar. Rewrite this sentence or phrase in your blue polishing pen.
R & I	Review and Improve. Rewrite these sentences or paragraph in your blue polishing pen.
//	New paragraph needed

Maths

Code	Explanation
✓	Correct answer
•	Incorrect answer
• ✓	Wrong answer has been corrected