



Foxyards Academy

Feedback Policy September 2023

“Research has shown that consistent and effective feedback has a significant impact on raising achievement.”

All forms of feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months’ progress over the course of a year.

Feedback should never be vague but specific to the learning task they have completed or are completing. However the feedback is received, it will be expected that similar errors for spelling and grammar are not repeated after a short time and that the gap in the learning is closed.

Feedback for handwriting or formation of letters will take time but improvement should be seen. We do not always have to see evidence of verbal feedback and we don’t have to write essays in their books. What we will see is that feedback must have been given, the work has improved, the gaps in learning closed and suitable and appropriate challenge has been given to deepen understanding or move learning forwards.

Whole class feedback – using children’s work as examples of good practice or development – can be a vital step in developing peer and self-assessment skills. Share with the children good examples or make suggestions about how we can support each other in developing our work. Always ask a child if they mind you using their work in front of the class or group.

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. A distinction between a

‘mistake’ – something a student can do, and does normally do correctly, but has not on this occasion – and an ‘error’, which occurs when answering a question about something that a student has not mastered or has misunderstood.¹

Success criteria

Providing clear success criteria for a piece of work is associated with higher performance. Setting clear targets in marking, and reminding pupils of these before they complete a similar piece of work in the future supports pupil progress – this can be given on an individual level or through whole class feedback.

Written Feedback (Marking)

As a school, we take seriously the teacher ‘Workload’ issue and therefore aim to limit written feedback to that which will close gaps or move learning forward. Staff should not be taking home many sets of books and spending several hours marking books either at school or at home.

At Foxyards selected work should receive written feedback in some form and any marking is done in green pen and the TAF is used to assess the lesson outcome.

Over the Shoulder Approach to Feedback

During the lesson, adults will give feedback, verbally and in the written form, by adopting the ‘*Over the Shoulder*’ approach. This should be quick and remain positive encouraging a Growth Mindset. Adults will move around a group or the class giving immediate feedback on the children’s work and will use our colour coding system to provide feedback to improve.

Areas for improvement, or identified errors, should be pointed out to the child as soon as possible so they can take learning opportunities during the lesson. Adults should take the opportunity to mark any basic skills at this point too. **A piece of work should never be marked as ‘good’ or ‘excellent’ if littered with basic errors.** Professional judgement must be used for the number of errors identified.

3 before me

Children should be encouraged to take responsibility for their own learning and adopt the 3 before me approach before the teacher intervenes:

1. Brain – take some time to think about it and see if you can solve the problem
2. Book - Is there something in my book/ on display/on the board/ in my toolkit that could help?
3. Buddy – look around at what others are doing/ quietly ask a friend for help
4. Boss – after all of the above has been exhausted then the teacher will support.

At the end of each lesson, in line with our assessment policy and use of Teacher Assessment Frameworks (TAFs), books should be reviewed by an adult. At this point further assessments can be made and any children who have not received feedback during the lesson can do so before or during the next lesson or intervention session.

Teachers covering lessons on a regular basis will be responsible for feedback given to the children and to the usual class teacher. This will enable informed assessments to take place and completion of TAFs to be informed and accurate. During normal timetable cover HLTA and Level 3 will give feedback as the policy states unless directed otherwise by the class teacher, for example it may be requested that the independent writing in foundation books is marked by the class teacher at a later time than the lesson.

During the lesson all support staff are expected to support the teacher leading the lesson by indicating correct answers in maths or spelling or provide verbal feedback. Communication with the teacher will be vital to ensure you all are clear about the objectives for the lesson and types of feedback being given to the children.

The 'I Can' part of the statement in the children's books should be underlined by the teacher to show if the learning outcome has been met.

- **Green – Fully met**
- **Orange - Partially met**
- **Pink – Not Met**

Use of highlighters and green pens

A green Frixion pen is provided to all adults who will be asked to give written feedback. Children respond to marking and edit using pink pens. Highlighters that should be used are green, blue, orange and pink. These are provided by school.

DIRT – Dedicated Improvement and Reflection Time

Children should be given daily dedicated time to act upon the feedback they have been given and to reflect upon the days/ weeks learning. Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking

Possible reflection stems:

- What did you well today? What are you proud of?
- What did you find easy/ challenging?
- How did you deal with something you have found difficult?
- What do you wish you'd done differently/ better?

- What will you focus on improving tomorrow/ next lesson?
- What would you like to know/ learn more about?
- What has been your favourite learning today? This week?

Useful Tips for Written Feedback

1. Get children to leave books open at the page that needs further written feedback
2. Set a time limit, no more than 15-30 minutes for a set of English or maths books - depending on making assessments and recording on TAFs. History, Geography and Science should require no further written feedback other than that which happened during the lesson.
3. Giving a group TP the following lesson/morning. Write it on the flip chart instead of 8 times in their book or direct an adult to work with the groups during an intervention session or between 8.45 and 9.00am.
4. Keeping marking comments as brief as possible so that the children can read it - use the codes provided
5. Encourage, where possible, children to set their own targets and next steps in learning. Provide time for them to be revisited and for children to assess their own progress against the targets set.

Written Work – all subjects The majority of pupils will need to be encouraged to identify their own mistakes but can be supported where necessary		
Mouldy Marking	KS1/ KS2 Daily Best when completed live/ in the moment Can also be marked after the lesson	<ul style="list-style-type: none"> Blue dot or code in the margin of the line where mistake is. E.g. <ul style="list-style-type: none"> Sp – Spelling CL – Capital letter P – Punctuation T – Tense G – Grammar // - New paragraph LF – letter formation LS – letter spaces These are the careless mistakes that children make but do not require additional support to correct as they usually get it right.
Great Green		<ul style="list-style-type: none"> Underline great work to show the child where they have done well in either achieving the LO for the lesson or applying knowledge and skills from prior learning.
Squeeze the Orange		<ul style="list-style-type: none"> Get more out of it – improve Vocab choices/ structure etc. – encourage use of toolkits/ word mats/ dictionaries
Think Pink	KS1/ KS2 Daily live	<ul style="list-style-type: none"> Dot or underline where there is an error that demonstrates misunderstanding and will require adult intervention/ reteach <ul style="list-style-type: none"> TP - provide a task for all children identified as TP on whiteboard or flipchart. HL – Hot list (group come back to teacher for 5 minute intervention)
SAM Sentences	KS1 Daily	<ul style="list-style-type: none"> KS1/ LKS2 – Use of SAM to self-check sentence level work UKS2 can be used with higher level features.
DIRT Time	KS1/ KS2 Daily	<ul style="list-style-type: none"> Dedicated Improvement & Reflection Time Children are given adequate time to respond to the feedback using pink pens. During this time children can set themselves a target based on the feedback to improve future work – must be specific so they can check own progress against the target set.
Self and Peer assessment	Daily opp's	<ul style="list-style-type: none"> Children will need opportunities to stop and self-check work with clear and specific guidance using clear success criteria. Build in opportunities for peer feedback and promote oracy for giving feedback sensitively Children are often better at spotting their peers mistakes rather than their own. If peer assessed, partner to write initials in pink pen at the bottom of the work. Their partner could set a target for them to address.
Whole class feedback	When appropriate	<ul style="list-style-type: none"> Note down common mistakes/ misconceptions Identify good work to share – clearly identify good features to whole class Share work that needs some improvement – anonymous – correct/ make changes in front of the class. Does not need to be a class activity – teacher is modelling. <ul style="list-style-type: none"> Be specific on the skill/ knowledge being developed Based on good/ RI work – proof read and edit – SPAG check first, then edit/ redraft
TAFs	Daily/ Weekly	<ul style="list-style-type: none"> During and after lessons when appropriate dot where children have NOT achieve the intended learning outcome – this includes work in foundation subjects

Maths feedback

KS2 predominantly encouraged to self/ peer mark answers

KS1 some self/ Peer – majority will be marked by an adult alongside class feedback sheets

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Self/ Peer Pink Pen	Daily	<ul style="list-style-type: none"> • Every 5 or so questions children tick correct answers or dot for an incorrect one. • Dotted answers must be reworked through to identify where error is. • KS1 children may require teacher marking more frequently
Mouldy Marking	Daily	<ul style="list-style-type: none"> • Blue dot next to mistake <ul style="list-style-type: none"> ○ Number formation ○ Layout • These are the careless mistakes that children make but do not require additional support to correct as they usually get it right.
Great Green	Daily	<ul style="list-style-type: none"> • Teacher marking – mainly used on problem solving and reasoning
Think Pink	KS1/ KS2	<ul style="list-style-type: none"> • Dot or underline where there is an error that demonstrates misunderstanding and will require adult intervention/ reteach • Could be small group intervention at some point within the lesson <ul style="list-style-type: none"> ○ TP - provide a task for all children identified as TP on whiteboard or flipchart. ○ HL – Hot list (group come back to teacher for 5 minute intervention) ○
Squeeze the Orange		<ul style="list-style-type: none"> • Get more out of it – is there another way of doing this? • Could reasoning answers be developed further with more evidence
3 before me	Daily strategy when children are stuck	<ul style="list-style-type: none"> • First try to fix the mistake themselves, then ask a peer for help, then ask a group of peers, then teacher • Modelled examples on display will also support with 3 before me • Encourage use of concrete resources if appropriate to learning
DIRT Time	Daily	<ul style="list-style-type: none"> • Dedicated Improvement & Reflection Time • Children are given adequate time to respond to the feedback using pink pens. • During this time children can set themselves a target based on the feedback to improve future work – must be specific so they can check own progress against the target set.
Whole class feedback	When appropriate	<ul style="list-style-type: none"> • Note down common mistakes/ misconceptions • Go through anonymised incorrect work with the class and work through • Redrafting in maths books looks different from redrafting in writing. You will still correct mistakes, but also ask pupils to do the same problem again in a different way, or to try the steps in a different order.
TAFs	Daily/ weekly	During and after lessons dot where children have NOT achieved the intended learning outcome and plan for intervention to take place We adopt a keep up not catch up approach