Feedback Policy (The three M's)

*'Marking should be **M**anageable, **M**eaningful and **M**otivational'*
- Ross McGill

AIMS

Effective feedback encourages progression and development in children's learning in a positive way; it will challenge and inspire pupils to produce increasingly better work and will help the teacher and pupil assess an individual's work and close the gap in their learning. The quality of the timely interaction we have in the feedback process will significantly affect children's performance. The agreed principles, aims and guidelines are based on current good practice, thorough research and are monitored both formally and informally by the Senior Leadership Team. These studies support our belief that feedback should be:

Manageable, **M**eaningful and **M**otivating.

To support this, Ofsted clarifies (August 2016) that feedback policies are: '*for the school to decide through its assessment policy*'.

Teachers must ensure that opportunities for effective feedback such as: diagnostic questions as the lesson begins, whiteboard questions, live marking and self-assessment; opportunities for moving children's learning forward by providing effective feedback should never be overlooked. Failure to give feedback on children's' work will inevitably lead to a drop in the high standards we expect and critical learning opportunities being missed.

KEY PRINCIPLES

Effective feedback follows a number of guiding principles:

- Feedback should be motivational; if it does not make the child think then it is pointless.
- Self and peer marking are a powerful way for pupils to recognise and improve mistakes in order to quickly commit learning to long term memory.
- When work is reviewed, it should be acknowledged in books.
- Feedback delivered closest to the point of action is most effective, and as such, is more effective than comments provided at a later date.
- Feedback should be specific, accurate and manageable - not too much for each pupil so as to cause cognitive overload.
- Feedback should provide specific guidance on how to improve and not just tell pupils when they are wrong; do not write 'next time' or 'remember to'.
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- Feedback at Witton will follow the principle of marking fractions: ¼ teacher, ¼ peer, ¼ self and ¼ unmarked.

MATHS FEEDBACK IN PRACTICE - 'HOW IT WORKS IN MATHS'

There are a range of feedback techniques in maths that will ensure marking is manageable, motivational and meaningful; teachers will use a range of them throughout the week depending on the unit of work, support required or level of self-marking and challenge needed. The techniques are:

Pupil Consultations: When possible or appropriate, a learning consultation with a pupil is highly effective in discussing learning in order to move progress forward by addressing misconceptions, securing learning or providing challenge.

Self-Marking: Throughout the lesson, children should have access to self-marking grids to ensure that they do not progress too quickly through fluency and can either access support if required or move on to a greater level of challenge independently. This creates a classroom culture of self-challenge, independence and confidence building. It also allows the teacher to focus on supporting children and ensures feedback moves learning forward.

Live Feedback: During the lesson, the teacher may need to pause learning to exemplify children's work or address misconceptions. This is done through the use of the visualisers and is a quick way to support children in their learning, encourage others and build confidence. The teacher draws attention to an area of the children's work, a discussion takes place and then the children use a red pen to then check their own work. This can happen over one area or several but should not take too long so as to slow the pace of the maths lesson. Live marking could also happen at the end of the lesson.

Marking Code: Feedback using the marking code can still be effective but must only be used when moving learning forward (focus on 'how' the child moves forward) or ensures feedback is motivational. Green pen for a clear, next step but not using 'remember to' or 'next time…'

Group and sort: Effective feedback can also take the form of assessing that pupils have understood the key requirements or whether further support is required; this is done by acknowledging the work and grouping the books. This can then feed forward to the next lesson.

A self-marking culture is very beneficial in maths because it allows children to see their mistakes quickly and receive instant feedback. When this is not possible or desirable for a particular reason in mathematics, it remains the responsibility of the teacher to monitor and give feedback on the work achieved. Teachers must maintain a regular overview of the children's work and encouragement and praise or swift attention to standards that have slipped will be will be an expectation.

ENGLISH FEEDBACK IN PRACTICE - 'HOW IT WORKS IN ENGLISH

There are a range of feedback techniques in English that will ensure marking is manageable, motivational and meaningful; teachers will use a range of them throughout the week depending on the genre of writing, support required or level of challenge needed. As with all marking, feedback in English should be focussed on Success Criteria but when longer pieces of writing are being considered, Success Criteria grids (see Appendix 1 for an example) should be used; these are particularly effective in helping the

children identify genre specific features or relevant grammatical techniques that support the type of writing. Techniques for feedback in English are:

Self-Marking: Self-marking is appropriate when whole-class activities are used, such as quizzes or tests and when the teacher is going over the answers. Children should be encouraged to self-mark these exercise to promote independence, encourage responsibility for our own learning and secure understanding. It also allows the teacher to focus on supporting children and ensures feedback moves learning forward. Self-assessment through the use of SC grids should be used for longer pieces of writing so that children can edit and improve their writing before the teacher gives any further feedback.

Peer Marking: Use of peer marking not only supports the quarters marking principle but it is particularly effective during the writing process. Teachers should utilise this method in the early stages of writing to identify features required and help secure grammar skills before the end writing piece.

Live Feedback: During the lesson, the teacher may need to pause learning to exemplify children's work, discuss where improvements are required or to identify features or grammatical areas. This is done most effectively through the use of the visualisers and is a quick way to support children in their learning, encourage others and build confidence. The teacher draws attention to an area of the children's work, a discussion takes place and then the children use a red pen to then check their own work. This can happen over one area or several but should not take too long so as to distract from the focus of the learning objective or slow the pace of some learners. Live marking could also happen at the end of the lesson.

Marking Code: Detailed marking using the marking code can be immensely helpful when demonstrating to the child where full stops are missing, appropriate punctuation choices are needed and vocabulary could be improved. In particular, when combined with verbal feedback or consultation it can help children to see where overall structure can be improved or where repeated errors are made. Feedback in English using the marking code should motivate the child to secure learning timely, easily and quickly, and so marking every spelling mistake is to be discouraged. (4-5 key words that the child can then practise or correct is more helpful. Teachers should focus this marking on the most important element for moving the child to the next stage. Green pen should be used and clear 'ticked' SC met praise and for 'feedforward' a clear, next step given, avoiding 'remember to' or 'next time…' because these do not require a specific feedback action.

Yellow Box Feedback: Teachers will also use the 'Yellow box' method. Teachers should use this method for all in-depth pieces of writing. Teachers choose just one smaller area of a child's work to mark (using the Witton marking codes at Appendix 2). This area is marked well and in detail, offering sophisticated feedback and no matter what, ensures that the feedback is specific and diagnostic. By avoiding any assessment, students should understand that their work is in progress and by 'zooming in' on one area to improve, the Yellow Box method focuses students to act on that feedback in a clear and specific framework.

Yellow Box

The yellow box indicates the area you are to use to make your improvements to the work which has been assessed.

The size of the box will determine how many improvements need to be done.

These improvements maybe:
• To complete or improve the original task set
• To improve the level achieved to reach your target
• To an extension question to achieve better than your target
• To repeat a process or apply it to another situation

The teacher then draws a new (empty) Yellow Box (varying in size dependent on need) around a piece of work that needs similar corrections or underneath the work where a re-draft is required. This encourages the pupil to comprehend what work is expected in their redraft / improvements. Ultimately, the Yellow Box is about finding and selecting one area of work the student can fix. Do not check the re-draft in the student's yellow box. An example of this in practice in English is below:
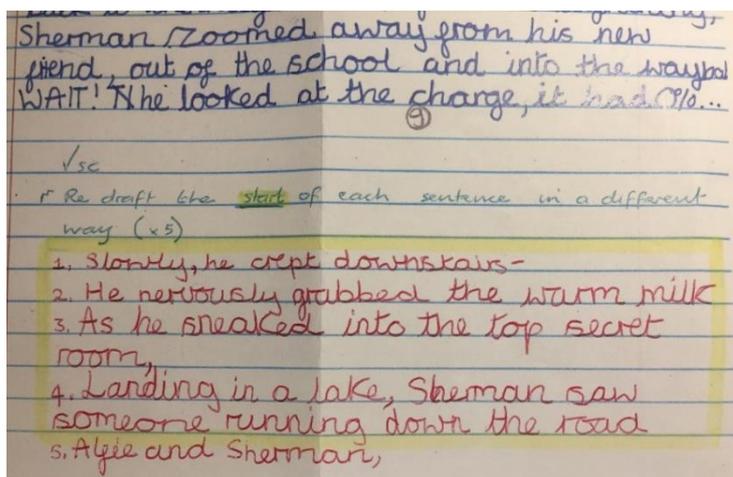
NON CORE SUBJECTS: FEEDBACK IN PRACTICE - HOW IT WORKS IN OTHER SUBJECTS

The range of feedback techniques used in maths and English are equally applicable in other subjects across the curriculum. As a reminder:

Self-Marking: Self-marking sing pre-made answer grids during the lesson to encourage independence, team work and secure understanding. It also allows the teacher to focus on supporting children and ensures feedback moves learning forward.

Peer Marking: Use of peer marking not only supports the quarters marking principle but it is particularly effective during the writing process. Teachers should utilise this method in the early stages of writing to identify features required and help secure grammar skills before the end writing piece.

Live Feedback: During the lesson, the teacher may need to pause learning to exemplify children's work, discuss where improvements are required or to identify key skills. This is done through the use of the visualisers and is a quick way to support children in their learning, encourage others and build confidence. The teacher draws attention to an area of the

children's work, a discussion takes place and then the children use a red pen to then check their own work. This can happen over one area or several but should not take too long so as to distract from the focus of the learning objective or slow the pace of some learners. Live marking could also happen at the end of the lesson.

HOMEWORK

Homework will be peer or self-marked by pupils in class as a way to assess whether children have completed the work and practised the key skills. The teacher is always available for support prior to the completion date if the pupil needs help. Pupils can also attend homework clubs for support. (See homework policy for further detail.)

TARGETS

In Maths: Through the process of timely and motivational feedback techniques listed above and accurate next steps to address areas of learning that require immediate attention, short term target setting is not required but a teacher may wish to set longer term targets to secure skills, move the child's learning forward or address misconceptions. Examples of these targets are found at Appendix 3

In English: Each child should have one English target that is personal to their learning. This target will be focused around writing (linked to grammar, composition or spelling) and should be general and not too specific- the child should be able to demonstrate it in a number of pieces. If it is too specific to a certain genre it will be more of a 'next step' than a target. (see Appendix 4). Targets are to be recorded on the target sheet in the FRONT of the child's book (see Appendix 5). It will also be useful for the child to record this in their organiser so they are aware of it in other lessons. There is no requirement for children to race through targets or for the teacher to set a new target after each piece of writing. It will of course vary depending on the child but they may have the same target for a half term or even a full term to allow them enough opportunities to show they can do it on a number of occasions. It is teacher judgement when to say a child has 'met' their target and set a new one. When children complete extended writing in English or any other subject, they should be provided with opportunities to highlight in pink any examples where they have met their target. It may be useful to model this to the children.

NON-NEGOTIABLES

Teachers will continue to use the (revised) non-negotiable 'oops' stickers to ensure high standards and expectations are maintained (see Appendix 6).

MONITORING AND EVALUATION

The Senior Leadership Team will evaluate the effectiveness of this policy every year following regular, frequent and rigorous monitoring. Equally, subject leaders will be expected to monitor 'marking' in their subject against specific criteria.

This policy appears on the school website.

Prepared by:	Head of Year 6	Responsibility of:	Deputy Headteacher
Agreement Date:	February 2019	Review Date:	February 2020

This Policy was prepared giving due regard to the disabilities and/or special education needs, age, race, religion or belief, sex/sexual orientation, gender/gender reassignment, marriage and civil partnership, pregnancy and maternity of the children and staff at Witton Middle School and its community.

VERSION CONTROL

Date	Version	Approved by	Title	Changes
02.07.18	1	SLT - Consultation	Feedback & Marking	School responsibilities updated
22.09.18	2	SLT	Feedback & Marking	School responsibilities updated
14.02.2019	3	FGB	Feedback Policy	School responsibilities updated

APPENDIX 1: Success Criteria Grid

Learning objective:	Self / Peer / Teacher
1.	
2.	
3.	
4.	
Writing Target:	

Learning objective:	Self / Peer / Teacher
5.	
6.	
7.	
8.	
Writing Target:	

APPENDIX 2: Marking Code

MARKING CODE	SYMBOL
This is especially well understood - SC related	√√
Dojo point	(DJ)
Feedforward - next steps for you	⌐⌐
Discuss with your teacher (pupil writes key word or comment)	(ME)
Taught by a cover teacher	(CT)
Improve this (vocabulary, grammar, sentence structure, etc)	~~~~~
Incorrect spelling (subject vocabulary or essential spelling)	Sp
End of the sentence – use a full stop and capital letter	/
Start a new paragraph	//
Punctuation (incorrect or missing)	◯
Target	(T)
Class marked	(CM)

APPENDIX 3: Maths Targets

Our next steps and interventions are filling gaps and ensuring progress on a daily basis.

Targets that will improve maths across the maths curriculum

- Form digits correctly.
- Present all working out.
- Record all steps in a multi-step problem and label and underline each part of the calculation.
- Record the operation sign clearly.
- Calculate accurately and efficiently.
- Express answers with appropriate degree of precision.
- Explain answers using reasoning steps: if, so then, because.
- Include suitable units.
- Decide which unit of measure is most suitable to record answer.
- Answer the problem as well as calculate the answer to the calculation.
- Use mathematical vocabulary accurately.
- Explain method and understanding.
- Record ideas/solutions in different ways.
- Work systematically.
- Estimate an answer to a calculation.
- Use approximations to make a problem simpler.
- Compare answer with estimate.
- Check answers to problems and decide "Does this makes sense?"
- Check answer to see if it makes sense within context of the problem.
- Draw a picture/diagram to show understanding of a problem.
- Recall number facts quickly and accurately.
- Record the calculation accurately e.g. 242 divided by 6 is $6\overline{)242}$ and 242 ÷ 6, not 6 ÷ 242.
- Determine which calculations are needed to solve a problem.
- Decide whether to calculate mentally, with jottings or use a written method.
- Choose the most appropriate form of fraction, decimal fraction or percentage to record answer in depending on context.
- Label accurately when measuring and graphing.
- Use mathematical equipment appropriately.

Appendix 4: English Targets

Writing Targets – Examples

- I can use semi-colons, colons and dashes in my writing.
- I can use colons to introduce a list and semicolons within a list.
- I can use bullet points accurately in my writing.
- I can write quickly and yet it still be neat, tidy and easy to read.
- I can use the passive voice in my writing e.g. The breastbone will be cut during the operation (formal). The trees towered over him menacingly (creating empathy). The gun had been stolen from the cabinet (to hide information).
- I can use a range of sentence types and lengths in my writing.
- I can use hyphens in my writing e.g. a man-eating shark.
- I can use connectives to link paragraphs e.g. On the other hand, as a consequence, in contrast etc…
- I can link my ideas across several paragraphs.
- I can make deliberate choices when organising my non-fiction writing e.g. use columns, bullet points and sub-headings when writing a newspaper article.
- I can use accents, dialects and historical words to suit my writing.
- I can describe characters, settings and 'atmosphere' without using the narrator e.g. 'show' what is happening instead of 'telling' the reader.
- I can re-read and edit my writing so my grammar and spellings are correct.
- I can use speech to move the action along when I am writing a story (not just use the narrator to tell the reader what is happening).
- I can choose my words and phrases with precision
- I can use verbs or adverbs which give the reader a greater amount of detail
- I can use commas correctly in my sentences to mark clauses
- I can use subordinating conjunctions
- I can use co-ordinating conjunctions
- I can use a range of tenses consistently, correctly and for effect
- I can vary the position of clause structures
- I can use contractions in dialogue in narrative
- I can use adverbs and adverbials to add detail, qualification and precision.
- I can create vivid images by using a range of figurative language:
- I can distinguish between homophones and other words which are often confused.
- I use a range of spelling strategies.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can vary sentence structure to suit formal and informal writing.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

Deeper Learners

- I can choose the appropriate style and form for the purpose and audience of my writing.
- I can use techniques to engage the reader, for example, personal comments, opening hook, flashback.
- I can write paragraphs with a clear focus.
- I can write paragraphs with different structures and lengths.
- I can use different sentence structures and lengths to suit the purpose and audience of my writing.
- I can use a range of sentence types for impact and specific effect on the reader.
- I can control complex sentences, manipulating the clauses to achieve specific effects.
- I can use punctuation to convey and clarify meaning, including the colon and semi-colon.
- I can make precise and specific word choices according to the text type and audience.
- I can use the passive voice confidently, for example, to create suspense, or in a science investigation, or an historical or geographical report.
- I can use the subjunctive in the most formal writing to express a wish or a suggestion for the future.
- I can use extended metaphors e.g. before long, the musicians were in a head-to-head duel. Chaotic music filled the square, note battling fiercely against note as they unleashed their musical weapons.
- I can make notes from different sources when planning my writing.
- I can use pronouns and synonyms to create cohesion (e.g. he, the man, the thirty-year-old)

WITTON MIDDLE SCHOOL

Perseverance - **R**esponsibility - **I**ndependence - **D**etermination – **E**mpathy

English Targets

Date	Target	Met

WITTON MIDDLE SCHOOL

Perseverance - **R**esponsibility - **I**ndependence - **D**etermination – **E**mpathy

English Targets

Date	Target	Met

APPENDIX 6: Non-negotiables

I have returned your work so that you can show me:

☐ Neater presentation.

☐ You have self-marked.

☐ Corrected punctuation.

☐ You have responded to marking.

☐ Other reason:

Come on!

You can do better - I know you can!