



Feedback (and Marking) (NON-STATUTORY)

Review Date:	Reviewed by:	Amended?	Ratified:
Policy Week 2-6 October 2017			

Other Information:	
---------------------------	--

Feedback (and Marking): Guiding Principles (Sept'2017)

We know that:

- Feedback is central to high quality teaching and learning
- Speed of feedback is important: 'Live' feedback has a positive impact, and is more effective than 'later' marking
- Feedback with the pupil present has more impact than other feedback/marking
- Pupils find it difficult to understand/respond to written marking
- Verbal feedback is more accessible to more pupils than written feedback
- Written feedback needs to be 'meaningful, manageable and motivating'
- Written feedback can take a significant amount of time
- Mid (project) feedback has a positive impact
- Peer marking has a significant impact upon all pupils, as they have to explain their thoughts/answers and may have to calculate mentally/provide an example, etc.
- Using the visualiser to demonstrate 'real' examples of correct and incorrect learning is particularly effective
- Pink and green are well embedded, and pupils understand these
- Markers can focus on too much detail and not the bigger picture (Don't see the wood for the trees) and this increases the amount of marking detail and time
- Next steps, and reminders about these, are most effective at the start of the next lesson
- Principles of the 'mastery' curriculum include moving the whole class on together, increased peer and self-marking
- How we organise learning has a direct impact upon the quantity and quality of feedback:
 - eg. if pupils have access to answers (and/or checklists), they are able to self-mark which enables the teacher to be free to feedback to others. This also reduces 'later' (less impactful) marking.
 - eg. if pupils have prompts to support them getting unstuck/being independent, then this means the teacher is free to feedback to others.
 - eg. if pupils are asked to explain and articulate their thinking as part of the lesson, then feedback time doesn't have to be spent asking/writing why.
 - eg. if pre-prepared hinge questions and/or multiple choice questions are available, then this provides teachers with feedback about a large number of pupils, very quickly. This reduces time spent checking individual pupils.
 - eg. using the visualiser to show excellence and weakness from children's work will enable teaching points to be reinforced to all, and this is large-scale verbal feedback, thus reducing the need for written comments in books and less 1:1 time.
 - eg. specific LF ensure that feedback is specific, enabling greater/quicker impact.
 - eg. if we write and edit alternatively, then the impact of verbal feedback given will be evident on a regular and frequent basis.

(sources: DfE: Marking Policy review Group; EEF: Education Endowment Foundation; Third Space learning: Clare Sealey, Dawn Copping, The Michaela Way)

So, our practice needs to be based on the following principles. Feedback must:

- Have a positive impact (so we can see how subsequent learning has improved/changed, as a result)
- Where possible, be 'live not later'
Where possible, be verbal (examples: use open statements eg. "Change 'said' for something more powerful" rather than "Can you change 'said' for something more powerful?", rewrite or remodel an example, use an unfinished sentence, ask for an explanation, encourage reflection and checking)
- Be considered in relation to decisions made about organisation eg. independent prompts, access to answers, established peer/partner roles, in-built opportunities to explain understanding, pre-prepared questions
- Utilise self and peer feedback/marking (eg. through the use of green and pink post-its, which can be removed once they have been read/acted upon)
- Link to next steps and the next lesson eg. initial input to address general misunderstandings
- Identify general misunderstandings across the class as well as specific examples of excellence and weakness (which can be addressed at the start of the next lesson, anonymously)

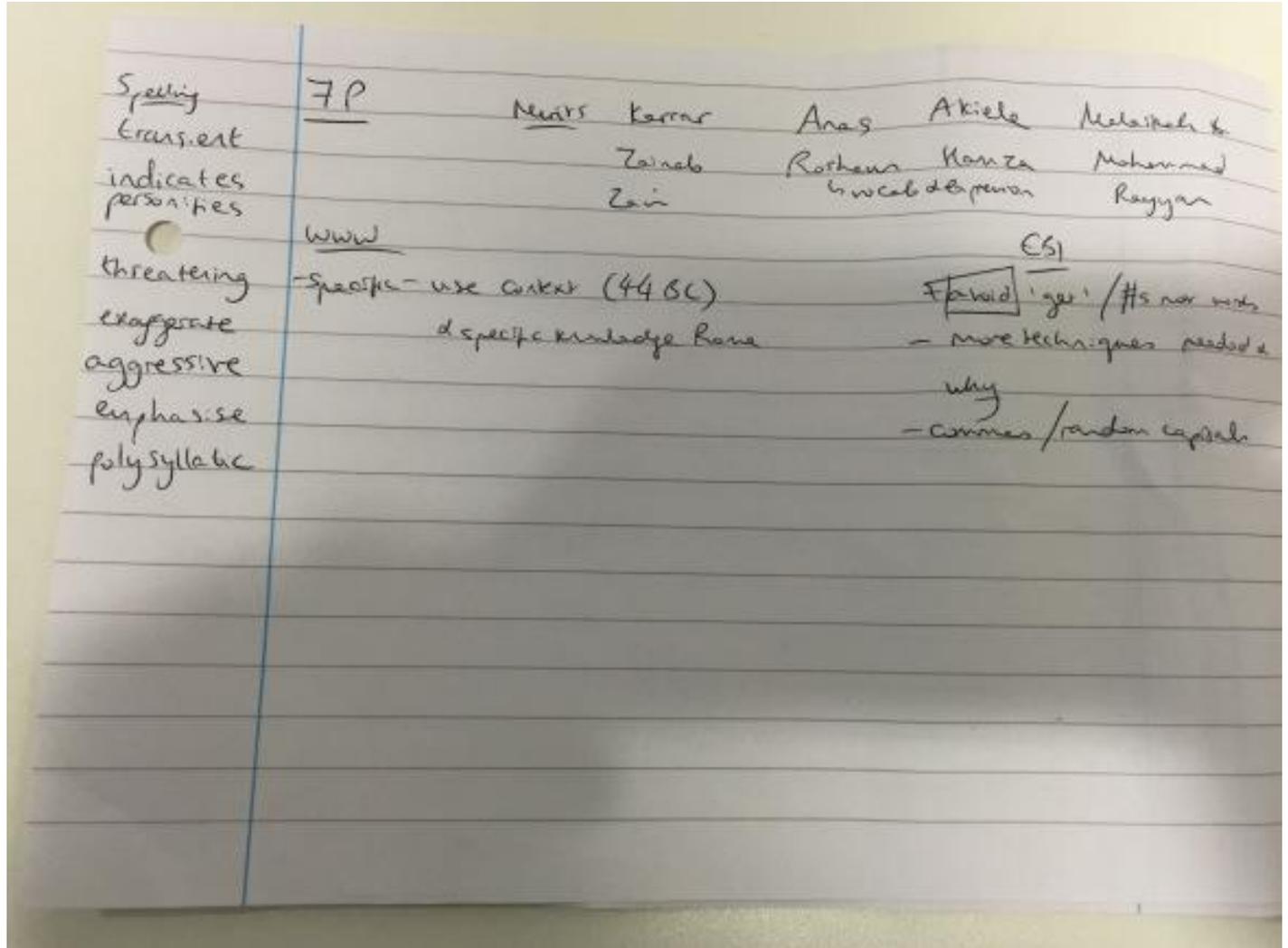
	Writing (organisation, structure, punctuation grammar, vocabulary)	Spelling (incl. application of phonics)	Reading (comprehension)	Maths	Other Subjects
During the lesson	Verbal feedback only (and highlight LF if appropriate)	*For younger/lesser ability pupils, use green to highlight spelling errors *In Y3-5, 'sp' put above the incorrect spelling.	'Tickled pink' and 'Green for growth' feedback OR a ✓ (to shows success and understanding)	'Tickled pink' and 'Green for growth' feedback OR a ✓ (to shows success and understanding)	'Tickled pink' and 'Green for growth' feedback OR a ✓ (to shows success and understanding)
Use stampers: Independent, Supported (significant support by an adult), Verbal Feedback. Marking adult to make notes.					
After the lesson	Highlight the LF (pink or green). No other marks made.	Highlight the LF (pink or green) *	Highlight the LF (pink or green)	Highlight the LF (pink or green)	Highlight the LF (pink or green) **
Use stampers: Independent, Supported, Verbal Feedback (even if vf is going be given in the next/subsequent lesson). Marking adult to make notes.					
Next lesson	General and specific markers' notes (added to planning) will provide next steps				
	Initial input to address general misunderstandings Share excellence and weakness from children's writing	Initial input to address general misunderstandings Share excellence and weakness from children's writing	Initial input to address general misunderstandings Share excellence and weakness from children's responses	Initial input to address general misunderstandings Share excellence and weakness from children's responses, particularly explanations and reasoning	**On Fridays, all misunderstandings will need to have been addressed and/or in the next review week

Ensure pupils are clear about the feedback process, and that previously written feedback has been replaced. They will need to become more skilled at linking their own learning to class teaching and feedback (particularly at the start of each lesson.

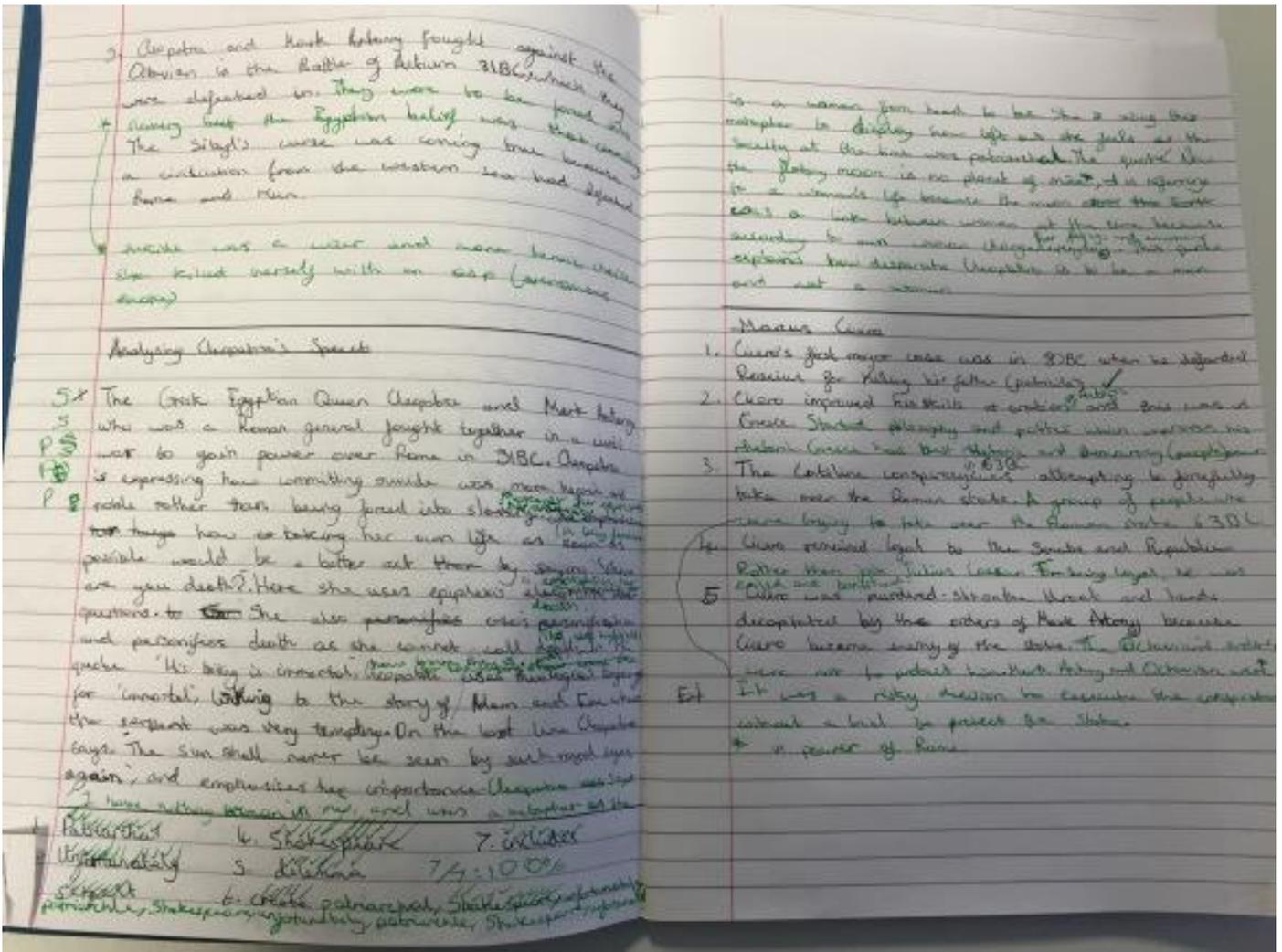
Appendix A

An extract from 'giving feedback the 'Michaela way' re: note making not mark making

As I read, I make notes: spellings lots are getting wrong, things they're all doing well at, and the main issues they need to improve. I note down anyone whose paragraph is amazing to reward with merits or show the class; I note down anyone whose work is messy to give a demerit to. It looks something like this:



In the following lesson, I teach the spellings from the front, and then test pupils. They will write their corrections out in green pen, interleaving the ones they got wrong, or the 'toughest three' if they managed, on this occasion, to score 100%. I'll test them again the following day. I'll share the positive things I found and celebrate the star paragraphs, and then explain carefully, perhaps modelling on the board (putting a great paragraph from the class under the visualiser, enables all pupils to see how they can all improve their own paragraphs. And then they improve them, in green pen. It looks like this (see over):



The second powerful tool is in-class feedback. With an excellent behaviour system, silent writing for 25 minutes means I can see every child's paragraph twice while circulating, giving them suggestions and tweaks while they write. On my colleague [Lucy Newman's](#) suggestion, I've also started using my visualiser more. This way, we can take a pupil's book, display it to the class, and show pupils how to edit their mistakes in that very lesson, just by giving oral feedback on the common errors they are making, or the aspects they really need to focus on improving.

The thing is, what makes the difference in their writing is the quality of the feedback and how timely it is. They don't need feedback on a paragraph they wrote two weeks ago. At Michaela, they can improve the paragraph they wrote yesterday, while it is fresh in their minds. I miss marking, I do. But I'm realising I did it for me, not for the pupils.

During Y2 and Y6, more assessed pieces of writing are required, that must be independent and self-edited (as part of providing evidence against the interim assessment frameworks). Additional guidance have been published by the dfe (2017 teacher assessment external moderation:key stage 2 writing) providing clarity on independent writing. See over

5. Additional guidance for English writing

5.1 Independent writing

Writing is likely to be independent if it:

- emerges from a quality text, topic, visit, or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about
- enables pupils to apply their learning independently, possibly with an element of choice, for example writing from the perspective of a chosen character
- has been independently edited and / or redrafted by the pupil. This may be in response to self, peer, or group evaluation
- is produced by pupils who have independently drawn on classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites for support or ideas
- is informed by clear learning objectives and limited success criteria which are not over detailed and do not over-aid pupils

Writing is not independent if it has been:

- modelled or heavily scaffolded
- copied or paraphrased
- supported by success criteria that are over-detailed and over-aids pupils
- edited as a result of direct intervention by a teacher or other adult, for example where the pupil has been directed to change specific words for greater impact, or where incorrect or omitted punctuation has been indicated
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text

5.2 Word lists

The word lists in the National Curriculum English programme of study Appendix 17 for years 3 and 4, and years 5 and 6, are statutory. They include words that pupils use frequently in their writing, but often misspell. Pupils are not required to evidence all of these words across their range of writing. However, where listed words are used, some, or most, must be spelt correctly in line with the interim TA framework 'pupil can' statements.

There are no 'common exception words' within the KS2 programme of study. The National Curriculum English programme of study Appendix 18 for years 3 and 4, and years 5 and 6, includes some words that do not follow the taught rules and guidance, but they are not 'common exception words'. There is no statutory requirement for pupils to include these words in their writing. However, where listed words are used, some, or most, must be spelt correctly in line with the interim TA framework 'pupil can' statements.

5.3 Handwriting

Any pupil whose work does not evidence one, or more than one, of the statements relating to handwriting can be awarded the 'working towards the expected standard' or 'working at the expected standard', but cannot be awarded 'working at greater depth within the expected standard'.

To be awarded 'working at greater depth within the expected standard' at the end of KS2, pupils must meet all of the statements relating to handwriting in the preceding standards.

For pupils 'working at greater depth within the expected standard', handwriting books or handwriting exercises can provide evidence of pupils' independent application of handwriting. However, there must be evidence that the 'expected' handwriting statements are met in some pieces of independent writing.

Pupils who have a physical disability that prevents them from being able to write as part of day-to-day classroom practice are exempt from having to meet the statements for handwriting for the 'working towards the expected standard', 'working at the expected standard', and 'working at greater depth within the expected standard'.

Pupils who are physically unable to write may use a word processor.

Pupils who are physically able to write may choose to word process some of their writing, where appropriate. When using a word processor, it is advised that the spelling and grammar check functions are disabled, in order to verify that a pupil is independently able to meet the relevant 'pupil can' statements.