



Feedback on Learning

Policy Statement 2022-2025

Every child has the right to express their views, feelings and wishes in all matters affecting them (Article 12)

Every child has the right to an education (Article 28)

Education must develop every child's personality, talents and abilities to the full (Article 29)

"Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance."
— **Dylan Wiliam, Embedded Formative Assessment**

1. What is Feedback?

- 1.1 Feedback is process in which appropriate comments, both written and verbal, support the learning process and further enable progress.
- 1.2 Research has shown that where teacher feedback improves and progresses pupils' learning, it is the quality of feedback comments which have most impact.

2. Aims

- To involve pupils with their own learning.
- To move pupils in their learning from the point at which they have currently reached through the gap to the desired "goal".
- To form an integral part of the learning process.

Feedback will:

- Indicate specific achievement against the success criteria
- Indicate specific areas for improvement
- Give suggestions for improvement – a closing the learning gap prompt.
- Raise self-esteem
- Motivate pupils into wanting to improve.
- Provide time to respond
- Develop pupils' skills and understanding in order to support self-assessment
- Provide opportunities for staff to reinforce basic skills

3. How this will be achieved?

3.1 *In-depth Distance Marking*

The in-depth distance marking process will follow the subsequent structure:

3.2 *Showing Success (blue)*

Teacher identifies the most appropriate aspect of the child's work where they have achieved the desired success criteria (maximum of three) e.g.

You have used:

- *At least 3 different relative pronouns*
- *Relative clauses to add extra information*

Or

You have:

- Chosen the correct calculation
- Used column addition correctly
- Set out your decomposition correctly

3.3 *Indicating improvement*

The teacher uses a symbol, such as an arrow or asterisk, to indicate precisely where, on the work, improvement could be made. This may be identifying where an element of the success criteria has not been applied or where it has not been applied as well as it could.

3.4 *Giving an improvement suggestion (pink)*

The teacher writes down or asks for an improvement suggestion to help the child know how to make the specific improvement (see *Prompts* below).

You have not used an adverbial opener in your description. Complete the sentence below so that the reader knows what you were doing on the beach at the time. Use one of the verbs below or choose your own:

walked lay sat ran

As I ...

Or

You have subtracted the smallest digit from the largest digit each time rather than the second number from the first. See the example below then try number 3 again.

$$\begin{array}{r} 2 \ 1 \\ \cancel{3}45 \\ \underline{283} - \\ 062 \end{array}$$

3.5 *Making the improvement*

Pupils are given time to respond to the feedback prompts in order to make the necessary improvement.

4 Prompts

4.1 The quality of the prompt will determine the quality of the improvement. In depth marking should contain one of the following:

- A REMINDER prompt
Reminding the child of the success criteria
- A SCAFFOLD prompt
Providing examples of what pupils need to do
- An EXAMPLE prompt
Giving exact sentences, words or process to copy or adapt

4.2 In the case of young children, some children with special educational needs and in the case of practical subjects (e.g. PE, D&T) these prompts would be presented orally and physically.

5 Oral Feedback

5.1 In principle, the use of oral feedback is exactly the same as written feedback. The same broad process detailed above should be used, with the teacher ensuring that during the lesson there are appropriate points in which oral feedback is given. Oral feedback should be an integral part of whole class work, working with groups and working with individuals.

6. Marking within the Lesson

6.1 Marking within the lesson means that the ability to write comments of any depth is unlikely. However, the same process would be done verbally and annotation of the work through the discussion, along with the child's response, will indicate that the feedback has been of high quality and led to appropriate improvement. During this process, blue and pink pen should still be used as expected.

7. Pupil-Directed Assessment

7.1 There are many benefits to involving pupils in giving feedback through self and peer assessment. The intention of involving pupils in self-assessment is to:

- Provide them with essential learning skills
- Give them greater understanding of the learning process
- Allow greater involvement in directing their own learning
- Increase motivation and interest
- Improve self-esteem and confidence by identifying achievement
- Help pupils recognise that they can always improve their learning

7.2 Numerous strategies will be used to involve pupils in assessment which will depend on the age and ability of the pupils. However, the same basic process which teachers use will be applied and developed over the pupils' time in school in order to develop and improve their ability to self-assess.

7.3 Pupils will be encouraged to assess against the success criteria of the session.

8. Responding to Spelling, Grammar and Punctuation errors

8.1 Although the main focus for teaching and learning should be on the intended session objectives, it is necessary that the teacher/TA does not accept constant basic skills errors as this will lead to an assumption that these inaccuracies are acceptable. However, we also do not want a situation where children feel that they are always being corrected to the point that this is the main focus.

8.2 Teachers should develop an understanding in the class that the children are learners and that their spelling, grammar and punctuation will not always be correct. They must understand that if they are to get better, the errors must be pointed out.

8.3 If this notion is accepted then children will know that when the teacher is feeding back, they will look at the construction of their writing in all contexts to identify where the children have made mistakes in order that they can learn to correct them.

8.4 Therefore, the expectation is that staff will:

- Identify up to 3 errors in spelling if they are feeding back to children in the normal flow of lessons using a pink pen to show that this has been addressed before the pupil corrects
- Make clear comments on spelling, grammar and punctuation when they are providing in-depth written feedback which the children will respond to

9. Frequency of Teacher Marking

9.1 It is not expected that every piece of work in all subjects is marked by the teacher. This is unrealistic and the amount of time necessary to complete the marking would not impact upon the progress significantly enough to justify this time.

9.2 However, it is expected that all work will be assessed by either an adult or a child. Children will be encouraged to assess their work within the lesson using success criteria to support the process.

9.3 The teacher will be expected to do the following:

9.4 English and Maths

The expectation is that one group of pupils' work will be marked in-depth in English and maths by the teacher per day. This marking will include well-structured 'Closing the Learning Gap' comments as described above. This must be once per week for all groups.

9.5 This will ensure:

- The teacher has a secure understanding of what the children were able to do and what they need to do next
- The ability to adapt the planned activity to meet the children's needs
- Allow initial time for the children to respond to the marking at the beginning of the next day.

9.6 Within lessons, the teacher should be able to see other children (perhaps another group) and support with oral feedback which could be evidenced by some marking on the work (underlines, arrows, etc.) and the teacher may put VF next to the work discussed.

9.7 All other groups should have time in the session to self/peer assess.

9.8 Foundation Subjects

In the planned assessment time within the session, the teacher will provide oral feedback as they move around the classroom. The children will assess themselves against the success criteria of the session individually or in pairs (where the child is able to in respect of age and ability).

10 Handwriting Lessons

Children should be encouraged to identify which element of their handwriting for the day is their best work by underlining the word, pattern etc. Teachers should oversee the work to identify any particular issues and to ensure that children know their work is being looked at by the teacher.



Harlow Green Community Primary School Feedback on learning

✓✓ To show successful learning

- Error

VF Verbal feedback

SP Spelling error: write the word 3 times correctly

* Redo a particular part of the work that the teacher has discussed with the child

 Show where, in a particular piece of work, there is an error

← Can be drawn to show improvements

Level of support given to provide context of pupil achievement:

T Heavily supported by the teacher

I Independent

TA Heavily supported by the Teaching Assistant