

Kirkbymoorside School

Feedback Policy

Marking and Feedback is Appropriate to the Task.

At Kirkbymoorside School, there is no expectation that any feedback will be of a particular type or frequency.

We do expect that all teachers use regular feedback to support pupil progress.

Marking and Feedback – Aims

The EEF's (Education Endowment Foundation) review 'A Marked Improvement?' (2016) suggests that providing feedback is one of the most effective ways of improving pupil's learning. "High quality feedback led to an improvement of eight additional months' progress over the course of a year."

Our agreed aim in marking and providing feedback is:

- to recognise success, which impacts on positive self esteem
- to identify next steps which inform planning
- to have a positive impact on a child's learning and motivation, leading to self-awareness of where they are currently, and the next steps which they need to take

Agreed Marking and Feedback Policy

- Children's books should be marked using the agreed "Smart Marking" strategies. (Green highlighter showing the child has a firm grasp of objective/Pink highlighter showing child has not grasped the objective. All books being checked daily for any glaring misconceptions which need to be addressed).
- **Mathematics** feedback should include either a "consolidation" question or an "extension" question. Growth comments should be used to **extend** (could be an extra task, a problem related to the objective or a question using the top end of Bloom's taxonomy), **consolidate** (more practice) or **correct learning** (using strategies such as 'there are two errors in this exercise – can you find them?' rather than marking correct and incorrect questions). Developing a bank of sentences/strategies such as 'write down the key points....' (useful at the end of a topic when all work is correct), 'top tip...' (useful for addressing a key point of learning that has been missed), 'make up some questions and swap with a talking partner' (for when the work is correct but you want to consolidate learning) and 'come to tomorrow's focus group' (preferable to 'Please see me') may be helpful.
- **Written feedback** Effective written feedback is planned, considered and timely. Staff consider which pieces of work are given detailed written feedback. Research shows that selecting and targeting specific pieces of work for detailed written feedback is the most effective way of giving this sort of feedback. This type of feedback should include an "extension" task (such as "write a suitable headline for a report on this story") or prompts for the editing of content and spelling (to improve and develop high quality writing,) for example "add subordinate clauses to the highlighted sentences in order to give the reader more detail about the main character." Evidence of the children acting upon the extension or editing will be evident within their books.

- **Spelling:** To promote independence, children are encouraged to identify and correct possible spelling errors. Corrections to spelling errors may be prompted using, for example, a grapheme frame, a which one's which activity or a speed write.
- Ensuring that feedback will have an impact on children's learning can be established by completing in morning task or before the next session. (e.g. ensuring that time can be set aside for children to respond to marking).
- Peer marking will still be checked after the work has been completed.

The following is a guide to the types of feedback that is used at Kirkbymoorside School. All teachers use a range of these approaches to support the children to reach their potential.

Whole Class Feedback Sheet

Whole Class Feedback Sheet Date: 4th Sept '17 Lesson: English

Work to Praise and Share	Need Further Support
<p>Saba – excellent vocabulary choices</p> <p>Anees – description in opening (show under visualiser)</p> <p>Sophie – great dialogue (show under visualiser)</p>	<p>Hayden, Tanima, Aqib – Noun/Verb agreement is weak. Check through with adult during lesson.</p> <p>Selena, Tom - Not finished.</p> <p>Josie – Absent</p>
Presentation	Basic Skills Errors
<p>Great</p> <p>Show Sophie's book – good e.g. of setting out speech and correct punctuation placement</p> <p>Reagan, Lena – errors not corrected with a single ruler line</p>	<p>Correct placement of punctuation at the end of direct speech is poor – model next lesson with Sophie's book</p> <p>Spellings –</p> <ul style="list-style-type: none"> • extraordinary • unconscious • symbol <p>Teach and check with mini-whiteboards</p>
Misconceptions and Next Lesson Notes	
<p>Problems with tense - Swapping from past at start to present later on. E.g. Jack's work. Need to reteach key points from previous lesson.</p> <p>Next lesson - show these sentences and identify the error. 'The car skidded to a halt in front of the town hall. A tall man gets out and runs towards me.'</p> <p>Rewrite on whiteboards then check own work for errors with tense.</p> <p>Harley, Safa, Mariyah have no tense errors - complete challenge task identifying errors in levels of formality.</p>	

Using this strategy, teachers generate an overview of the session taught. It gives clear and concise 'next steps' for planning. Misconceptions will be used as a learning tool in the next lesson. Teachers will keep these sheets as evidence.

In the Moment Feedback

L.O.		Self/Peer	Teacher
I Can...	1		
	2		
	3		
	4		
	5		
Next Steps/Comments/Challenge		Discussion point	

Prior to the lesson, teachers place this in pupil books with a Learning Objective and Steps to Success/Success Criteria generated on the sheet. As the lesson progresses, teachers can monitor understanding and record support/extra challenge given.

Practice Task

Practice Task Sheet

Date:

Lesson:

I was impressed by:

(Practice Task) Improve this by:

- 1
- 2
- 3

Things to work on:

For Individual targets see in your book.

After the lesson, children may be given a 'Practice Task' which highlights the areas of strength in their piece of work, whilst asking them to improve a certain aspect. This could be a paragraph which needs editing/improving by considering up to 3 key points.

Verbal Feedback

A vast amount of research shows that verbal feedback is the most effective form of feedback as it is often more immediate than written feedback, and pupils can act on it instantly. In all years, instant verbal feedback happens constantly throughout lessons.

WAGOLLS (What a Good One Looks Like)

Can be shared with the children prior to them completing work to aid their understanding of expectations around what they should write/do/produce. We believe that it is important for pupils to see examples of work at and beyond their target level.

Feedback: What we don't expect

- *Ticks or 'marking' on every piece of work. It will be that some pieces of work have no written feedback at all. Research shows that marking in this way does not support pupil progress and the time it takes for a teacher to make a mark on every piece of work would be better spent planning for the next lesson.*
 - *Written feedback on every piece of work. Pupils can become overwhelmed if they receive too many targets; they will make more progress with fewer, more focused areas to work on.*
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