



Heritage Coast Federation

Learning Feedback Policy



Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date
Helen Thompson	Governors	23/3/22	2	March 2024

Learning Feedback Policy

Background

The 'Eliminating unnecessary workload around marking' report highlighted "that marking had become a burden that simply must be addressed" (DfE, 2016). Written evidence of the feedback given is not provided for additional evidence for external verification, therefore this policy has been developed as an agreed collaboration of good practice through self-reflection and monitoring outcomes. Teachers spent a lot of time marking, but not all of this had enough impact on progress and outcomes. We decided to focus on finding marking where the input from the teacher was proportionate to the impact on the progress, (see appendix I). Out of this 'best practice' grew our impact feedback and marking policy, which focuses solely on 'feedback for progress', probing the most recent research on providing effective feedback (EEF Teaching and Learning Toolkit).

Rationale

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback. At the Heritage Coast Federation, we believe that in order to facilitate aspirational teaching and learning, a comprehensive assessment strategy is essential. This assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels. Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race. We analyse the progress of all pupils, to ensure that we meet the needs of individuals and specific groups.

All feedback:

- informs pupil progress
- has a positive impact on pupil outcomes
- is a good use of teachers' time

Purpose of Effective Feedback and Marking

Our learning feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Learning feedback should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process of improving their work. We believe that effective feedback should be provided for every child; focusing on progress and improvement needs. This enables children to become reflective, resilient learners and helps them to close the gap between current and desired performance and to aspire to higher levels of achievement. Staff should provide pupils with incisive feedback about what they can do to improve their knowledge understanding and skills; this may be verbal or written. Feedback should be purposeful and should not add unnecessarily to teachers' workload. Pupils can then use this feedback effectively to progress in their learning.

Effective Feedback should:

- provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.
- encourage pupils and reward effort and achievement whilst raising self-esteem and aspirations
- Raise standards of attainment by identifying examples of success in a child's work and areas for development
- promote self-assessment, so children recognise their difficulties and accept guidance.
- Ensure all children receive timely feedback that enables them to move their learning forward, as aspirational and self-motivated learners.
- Provide children with the opportunity to regularly respond to teachers' marking and feedback.
- Inform the teacher of a child's progress, to inform future planning.

A teacher only needs to write in a pupil's book if it is going to impact on their progress.

The more immediate the feedback the greater the impact. In all subject areas we have identified a bare minimum standard in terms of regularity of feedback, taking into consideration the frequency of lessons, and the nature of the subject i.e. practical/theory based.

Other than a tick for completion a teacher should only write in books if...

- they are pointing out a good attribute that a pupil must continue to use
- they are pointing out a literacy error (see marking symbols)
- they are pointing out an area for development (this will be an improvement point give for the child to follow up to move the learning forward).

Type	What it looks like	Evidence
Immediate	• Takes place during a lesson with individuals, groups or the whole class. • Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers. • Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. • Praises effort and contributions.	Lesson observations; learning walks. Book looks
Responsive (catch-up)	• Takes place after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. Can be delivered by a teaching assistant based on guidance from the teacher • An element of the child's responses to catch-up are recorded in their workbooks to show progress over time, through 'improvement points.	Learning walks; catch-up observations; book looks.
Summary (feed-forward)	• Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or sub-groups. • Takes place during following lessons. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant.	Planning looks; lesson observations; learning walks; book looks.

Marking Guides

When children have worked in a guided group, this should be signified with a red 'stick-man' at the top of the page. During the guided session, adults may annotate children's books to reflect their intervention where it is useful or relevant. Annotations will take the form of modelling, prompting and correcting. Adults will initial at the bottom of the child's finished piece of work. No follow up marking will be required of this work, as feedback will have been given throughout the group work.

Children who have worked independently of an adult will signify this by labelling their books with a green 'stick-man' at the top of the page. Children who have worked independently but with a partner will be indicated with two green 'stick men' in their books. These children will have their books 'marked' after the lesson.

- Self-assessment by pupils should take on an important role in the marking process. Children of all ages should be taught how to edit and improve their own work using green pen.
- Peer marking should be completed in **green pen**.
- Summative feedback by teachers will be completed in **purple pen**, utilising agreed marking codes (Appendix One). The use of praise marking is encouraged.
- Feedback or support within the lesson will be written in **red pen** to indicate the point in the lesson where adult support has been provided.
- **Highlighter** pens may also be used by teachers to highlight elements of pupil work that is particularly impressive when considering the child's individual attainment and expectations.
- Marking should reference evidence of independent learning behaviours.
- Time should be allocated within the school day to ensure that children can respond to feedback.

Staff should use their professional judgement when using improvement points (comments on how the child can improve their work), however there should be regular improvement points drawn from year group objectives/non-negotiables. Improvement points must be written explicitly so that the child knows exactly what is required. Children must be actively encouraged to read and act upon improvement points and staff should check their responses. Incorrect responses should be followed up with additional support.

Immediate intervention identified in books should be addressed and the work completed in the same book, to show progress and improved outcomes. Double ticks in purple pen in the margin or within a piece of work will be used to highlight something positive in the child's work. This could be a significant improvement for the child or to highlight progress against a target or a positive aspect of the work.

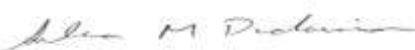
Children should regularly self/peer-assess in lessons. Where peer marking/self-marking has been used, teachers should tick to show that work has been reviewed.

Learning and feedback in EYFS

Children's learning is documented on an ongoing basis in EYFS, this comprises of photos and comments from the children and is documented in a class big book. On occasions work that the children have produced may be documented in an exercise book, for example: number and letter formation or sentence writing. In these occasions the date and learning intention is to be written by the class teacher or TA and a symbol used to indicate if the work was adult led (AL) or independent (I). If the work is completed by an adult who is not the usual teacher or TA then this should also be initialled, all writing will be done in **purple pen**. There is no expectation that the work is marked or next steps to be given as this will always be done live with the children during the lesson.

Review of the Policy

This policy will be reviewed every two years (or sooner, should guidance change).

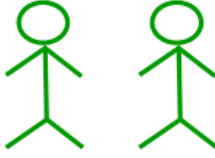
Signed 

Chair of Governors

Appendix I

The Heritage Coast Federation Marking Key



	I am working with the Teacher or Teaching Assistant.
	I am working independently.
	I am working with a partner or group.

Symbol	Function
▪	Calculation incorrect.
(S) (G) (P)	Spelling/Grammar/ Punctuation error. This should be in the margin.
//	New paragraph needed. (KS2)
	This is your next target / next steps to work on.
✓✓ or ✓	Target achieved, highlighting 'wow work'
(LO)	Learning objective or target achieved
○	Missing punctuation / omitted word/ highlighting an error
VF	Verbal feedback given