Violet Way Academy

Feedback to Learning Policy

Document Control

Policy Title	Feedback and Marking Policy
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Policy Owner	Michelle Kee
Policy Approver	C&S (LGB)

Version Control

Version	Date	Amended by	Comments
1	July 2021	M Kee and K Williams	**Whole staff meeting consultation** following Strategic Peer Review (May 2021) **Supporting Documents** The following documents have been used to support the development of this policy: • The Teacher Workload Marking Policy Review Group (March 2016) • The Education Endowment Foundation (EEF) Teacher Feedback to Improve Pupil Learning Guidance Report (June 2021) • Rosenshine's Principles in Action, Tom Sherrington (2019)
2	April 2023	M Kee	No changes
3	26.08.23	M Kee	See below for changes

Version	Section	Changes Made
3	5.5 and 6.2	Amended code marking agreed practice (p6), Appendix A (p9) and information about children's editing following pilot and teacher consultation.

1. Context

At Violet Way Academy, we recognise effective feedback should be focused on enhancing the learning of pupils. This policy has been written following whole staff consultation and our learning from educational research and is underpinned by the renewed focus on the principles of effective feedback (p5). These principles form the basis for our whole school approach and provide the central messages that run throughout this policy.

2. The Purpose of Feedback

At Violet Way Academy, we believe that feedback needs to make children think. The purpose of feedback is to improve pupil learning. Feedback must empower a child to take responsibility for improving their own work; adults should be mindful of not removing this responsibility by doing all the hard thinking work for the pupils. There are two main reasons for providing a child with feedback to their learning:

- To support or move learning forward by:
  - o Addressing a misunderstanding
  - o Reinforcing a key instruction or key piece of information
  - o Extending a child's understanding or ability to do something
- To motivate the child to 'keep getting better'

3. Academy Values and Feedback to Learning

(linked to the <u>EEF Teacher Feedback to Improve Pupil Learning</u> recommendations)

We care – We are respectful and create an ethos of feedback as a tool to support progress and development*. Teachers understand that pupil motivation, their trust in the teacher, and their capacity to receive information can impact how effective the feedback is on pupils' progress.* As a result, teachers implement an ethos and strategies that encourage learners to welcome feedback.

We are brave – We want children to be confident to tackle challenging tasks and develop as independent learners. *Teachers support children by providing high-quality instruction, including the use formative assessment strategies.*

We celebrate individuality - There is not one clear answer for when feedback should be provided. *Teachers are trusted to judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class* (page 5). Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit.

We leave no one behind – To ensure that all pupils are supported and empowered to take responsibility for improving their own work, *feedback focuses on moving learning forward and targeting the specific learning gaps that individual pupils exhibit.*

4. First Thing's First – Formative Assessment

At Violet Way Academy, we recognise the importance of high-quality instruction and effective formative assessment **before** providing feedback to children. Initial teaching is crucial to ensure that pupils are provided with a full understanding of the knowledge, skills and concepts required. Good initial instruction will reduce the work that feedback needs to do, and effective formative assessment strategies will ensure learning intentions are clear and check any learning gaps. By ensuring that high-quality instruction and formative assessment comes first, we ensure that feedback is directly related to the learning intentions and will address any learning gaps. *Please refer to the Teaching and Learning Policy for further information on effective instruction*.

4.1 Learning Intentions

Teachers need to have a clear idea of what the learning intention is and should share this with pupils. It is important that there is a clear learning intention based on the knowledge, skills and understanding (KSU) children need to learn. **At Violet Way Academy we use 'My learning is…' to introduce and record the learning intention in children's books.**

For example: 'My learning is to….. use / to know / to know how to / to recall / to understand / to write'

The learning intention may be accompanied by success criteria where appropriate. Learning intentions must not be task-based and teachers should avoid using a context specific learning objective as this can result in confusion about what is being learnt.

For example: 'My learning is to write instructions' (clear and focused on the KSU)

as opposed to….

'My learning is to write instructions on how to make a jam sandwich' (which may result in children thinking that they are learning how to make a jam sandwich)

Establishing and sharing the learning intention provides the teacher and pupil with a shared understanding of the 'concept of quality' that they are aiming for. Teachers will introduce the learning intention to the children and include modelled examples to ensure they are clear about what the learning is and understand the 'concept of quality'. Feedback can then be used to move pupils towards this concept. Teachers may decide to clarify the learning intention by sharing modelled examples and discussing why they are high quality or providing non-examples to illustrate incorrect responses.

4.2 Assessing Learning Gaps

Teachers should make effective use formative assessment to assess learning gaps in order to determine what feedback to provide. Below is a table with examples of how teachers could do this.

Effective questioning	• Enables teachers to assess pupil understanding, interpreting pupils' responses to questions to determine what feedback to provide. • Ask all pupils for responses and use 'no hands up'. • Provide sufficient 'wait time' for pupils to respond and carefully frame questions so that they reveal more about a pupil's thinking • Listen closely to a pupil's response, paying attention not only to the answer but also try to interpret how a pupil is **thinking** and what this reveals about their understanding. This will inform the feedback the teacher then gives.
Whole Class Quick Checks	Check the whole class' understanding, which may inform the feedback offered. • Mini whiteboards • True or false cards • 'Hinge point questions' (multiple choice questions where each incorrect answer demonstrates a pupil error in understanding) Teachers can make their teaching more responsive to the children's needs in real time. Responses need to be gathered from all pupils e.g., ABCD cards or mini whiteboards. Which of these shapes belong to the following group? 1. We use wood for making bed because it is _____ a) hard and weak b) weak and soft c) hard and strong e) flexible and soft

5. Feedback to Learning

5.1 Feedback Focus
Feedback can take the form of verbal or written feedback, self-assessment and peer assessment but how the feedback is delivered is less important than the focus of the feedback. **Feedback should focus on moving learning forward**, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves. Specifically, high quality feedback can focus on:
- **The task** (its outcome and advice on how to improve when doing that specific type of task)
- **The subject** (and the underlying processes within that subject)
- **Self-regulation strategies** (how pupils plan, monitor, and evaluate their work)

5.2 Feedback Timing
At Violet Way Academy we recognise that teacher judgement plays a vital role in ensuring feedback is delivered at the appropriate moment. We do not specify the timing of feedback but ask that teachers refer to the guidance from EEF, considering:
- **The task** – The timing of feedback may depend on the task. Some tasks may give feedback themselves so immediate feedback may not be required.
- **The pupil** – Some children may require immediate feedback; others may benefit from delayed feedback.
- **The class** – A teacher may notice a particular misconception has arisen across a large proportion of the class and their feedback response will seek to address this, for example with immediate whole class feedback or re-modelling.

It is important to note that, in all three cases, feedback is specific and not related to personal characteristics. Feedback, such as 'You could do better' or 'You're excellent at maths' lacks specific improvement information and is unlikely to achieve the purpose of feedback, which is to move learning forward. *Please refer to EEF document Table 1 and Table 2 for further information and examples of effective feedback focus and feedback timing.*

5.3 Types of Feedback to Learning
Feedback can take the form of verbal or written feedback, self-assessment and peer assessment. At Violet Way Academy, we recognise that the interaction between teacher and pupil is key to effective feedback and driving pupil progress. Teachers seek to acknowledge pupils' work, check the outcomes and make decisions about what pupils (and teachers) need to do next.

5.4 Feedback to learning for Violet Way Academy pupils is based on the following Feedback Principles:
- ★ Pupil progress can be achieved without extensive written feedback dialogue or comments.
- ★ Written feedback is only one form of feedback.
- ★ Children can receive information about their work verbally and in writing and it can be presented in different forms.
- ★ Both verbal and written feedback play an important role in addressing a misunderstanding, identifying and celebrating success and extending a child's understanding.
- ★ Quantity of feedback should not be confused with quality.
- ★ Live feedback during the lesson (verbal, written or both) should be used with children wherever possible.
- ★ Written feedback should be meaningful, manageable and motivating.
- ★ Opportunities should be given to allow children to edit, improve and correct work and respond to verbal or written feedback during the lesson or at the start of the next lesson – this may need to be included in planning.

★ Teachers are trusted to choose the right type of feedback for their pupils and will have opportunities during staff meetings to share and discuss feedback activities in their classrooms and the impact on the pupils' learning and progress.

5.5 What Feedback is Right?

The right feedback is feedback that will move the children's learning forward. Sometimes lots of children would benefit from a next step comment; other times, no one will. At Violet Way Academy, we encourage teachers to use their professional judgment to decide when is the right time to provide verbal feedback, written comments, highlighting work, or when a next step comment is the right approach. This judgment needs to be based on what will most positively impact that child's progress.

We have included some examples of feedback for teacher reference below:

Feedback Type	What it looks like
Live feedback **(during the lesson - verbal or written)**	• As the teacher circulates, observes and discusses the learning with the children, they gain valuable feedback. Some children may be struggling with the task and others may be finding that the task is not challenging enough. • Teachers can use formative assessment (mini white boards, verbal answers, written answers) to quickly assess the child's understanding and address any misconceptions that may arise. • Teachers can intervene appropriately through a verbal discussion, scaffolding the task appropriately or providing a more suitable challenge relating to the learning objective of the lesson where required. • Live feedback may be provided verbally or in writing with an individual, group of pupils or the whole class (for example, written feedback may be provided to a group or class on flip chart paper or using an iPad/visualiser) • Teachers should assess which pupils are progressing well and which may be struggling unproductively (and will require a hint or immediate feedback in order to feel more supported). • Providing feedback to pupils already working well may distract them or even deprive them of the opportunity to think hard, getting to the answer themselves.
Correcting errors and editing (verbal or written)	• Teachers may ask pupils to make specific corrections and edits to previous work. A checklist of success criteria, common errors, scaffolds and teacher/TA modelling may helpfully steer this approach where appropriate.
Coded marking (written) **Agreed practice** *See Appendix A for Written Feedback (marking) at VWA poster*	★ At Violet Way Academy, teachers use **green** and **purple** pen and **pink** highlighter for written feedback. It is expected that the majority of feedback happens 'live' during the lesson to have the most impact on children's learning. ★ **Green pen** (green for great) will be used to show successes in learning and what children have got correct or have done well (in relation to the learning intention "My learning is ...") or year group expectations. Green pen can be used to write positive comments where appropriate. ★ **Pink highlighter** (pink for think) is used to highlight something the children need to think about (they are likely to need to check, edit or improve work in their books). When staff are correcting any incorrect spelling/ word / calculation / answer, they will identify it using a pink highlighter. ★ **Purple pen** is used to identify next step/challenges for the children. ★ Children should be taught to use a single line to make corrections to their own work (a single, ruled line when able), writing the correct answer, spelling etc. above or next to their original attempt. ★ In EYFS, and where appropriate, staff will transcribe children's writing in green pen. ★ We use limited codes to avoid confusion. These need to be consistent across the school. • **AF** in green pen for adult focused (where adult support was provided) • **VF** in green pen for verbal feedback (where it has been given to support the learning during the lesson)

	★ **→ Purple arrow** at the end of children's work or in the margin (e.g., in English) to identify improvements or edits that need to be made by children using marking symbols. A purple arrow could be next to a calculation that is incorrect in mathematics, so children know to check it. A purple arrow could be used before writing the correct spelling of a word or correct formation of a letter to indicate that children need to copy and correct their work. This may be at the bottom of a piece of work, where appropriate. ★ Marking is to be related to learning intention and year group expectations. There is an expectation that formation will be a focus throughout Reception, Year 1 and Year 2 for both letters and numbers. If children are struggling with this it needs to be picked up, corrected, modelled and time allowed for practice. Both verbal and written feedback should ensure that children show improvement and progress over time. ★ We begin at school with letters being written separately (not joined up yet) although letters have flicks on them, so children are then ready to start to join if they are ready in Year 2. This should be corrected if children are not showing flicks and modelled by teachers when marking in books.
Written comments (written)	• Written comments can be effective, but teachers should be aware of the time being spent on them and the impact they have. • A teacher may not need to give them all the time, for every task, and if they are taking the time to provide them, they should ensure that this time is not wasted, ensuring that pupils are then given ample opportunity to use and act on the feedback.

6. Responding to Feedback

With all feedback, it is important that children are encouraged to think rather than the adult correcting everything for them and preventing the need for children to think.

6.1 Children as detectives: Teachers can encourage children to be 'detectives' when checking the coded marking in their books i.e. find and correct errors identified by purple pen in the margin, underlined words or responding to feedback that a certain number of their responses are correct (but not informing them which ones; they then need to figure this out for themselves).

6.2 Children's editing: Children in Year 1 and 2 are encouraged to edit and improve their work in response to feedback. Teachers take opportunities to model editing work. Time to respond to verbal feedback, pink highlighter and purple pen next step / challenge marking during the lesson (live feedback) is preferable. Children are allowed time to practise correcting mistakes such as spelling, letter or number formation. If this is not able to be done during a lesson, then it needs to be competed at another appropriate time.

6.3 Agreed practice for editing: When editing work, children will cross out mistakes with one single neat line and then write the correct word or calculation next to this. Children use their usual writing pencil for editing and corrections.

7. Should we praise effort?

Teachers can choose to comment on effort if the comment is focused on the task, the subject, or their self-regulation rather than a comment on a pupil's general effort. Regardless of whether a teacher chooses to offer praise or comment on effort, the feedback they give on learning is more likely to be effective at improving pupil attainment if it includes a focus on the task, subject, and/or self-regulation strategies. It is less likely to be effective if it focuses on a learner's personal characteristics or provides a general or vague comment.

Example: Rather than saying 'You haven't tried hard enough', a teacher may say:

TASK: 'I really think you could improve your answer to Question 2 if you spent a little more time on it.'

SUBJECT: 'Your graphs would be perfect if you just think a little bit more about how you have labelled your axes.'

SELF-REGULATION: 'Make sure you give yourself time at the end of your work session to review your working and check you're correct.'

8. Building a Culture of Learning and Development

Teachers aim to build confidence in their pupils' academic performance and create a culture of development and improvement so that children willingly accept feedback because they want to 'keep getting better'. In order to build a culture of learning and development, we have identified how we aim to address possible factors that may inhibit pupils' use of feedback:

- Teachers plan purposeful opportunities to discuss the purpose of feedback and model use of feedback. For example, using Austin's Butterfly as a way of helping children to see how feedback can help them improve their work. This will promote pupil motivation and desire for feedback.
- Teachers develop trusting relationships with pupils so that children understand that feedback is being provided because the teacher has high expectations of them and wants them to improve.
- Teachers consider how the feedback they provide interacts with a pupil's working memory, being careful not to cause cognitive overload.

9. Support for Teachers

In line with our principles for feedback to learning, teachers are trusted to choose the right type of feedback for their pupils and SLT will ensure there are planned opportunities during staff meetings to share and discuss feedback activities the impact on the pupils' learning and progress. If any staff have queries or want to discuss their professional judgements around the types of feedback they use, SLT will have professional dialogues with them to understand why you have made certain choices and to offer further support and guidance where it might be required. Whilst this level of professional decision making is our ultimate goal, we understand that these judgments are difficult and, often, it can take time to develop a real understanding of when to use most effectively a particular type of feedback.

Written Feedback (Marking) at Violet Way Academy

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Green pen (green for great) will be used to show successes in learning and what children have got correct or have done well (in relation to the learning intention "My learning is ...") or year group expectations. Green pen can be used to write positive comments where appropriate.

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a b c d e f g h l j k l m n o p q r s t u v w x y z

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