



### Mission Statement

***'Where Every Door is Opened and Every Gift is Unlocked'***

At Witton we are a partnership of school, church, home, the Diocese and community. We create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We all appreciate and value what it means to be a positive member of a diverse and multicultural community. Time is taken to value and nurture each child educationally, creatively and spiritually. Children and staff are encouraged to aim for 'Everyday Excellence' and believe in themselves. Understanding and valuing their self-worth and the importance of their place and purpose in our community to be the person they are fully capable of being.

### Rationale

At Witton Church Walk Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

*Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated ways to provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **Meaningful, manageable and motivating.***

## Approaches to feedback and marking

### Work is assessed and feedback given in a variety of ways:

- Live feedback within a lesson
- Small-group and one-to-one discussion after a lesson
- Written feedback after a lesson
- Whole class feedback
- Self- and peer-assessment

### Live feedback within a lesson:

- Live marking allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected and additional challenge can be given where appropriate.
- Live marking is time-efficient and reduces the need for written marking at the end of the day. This in turn frees up time to plan for the next day.
- Live marking can be written or verbal.
- If a child has needed help within the lesson, the adult giving the help will indicate this by initialling the work. This will support the teacher's summative assessment at the end of each term.
- Where verbal feedback has been given, this is recorded in children's books, by the adult (VF: finger spaces).

### Small-group and one-to-one discussion after a lesson:

- A conversation with a child or group of children about their work can be more effective than written marking as both adults and children develop an unambiguous shared understanding of the next steps.
- Discussion sessions are recorded in children's books in the same way as live verbal feedback (see above).

### Written feedback:

- When immediate feedback cannot be given, work is assessed later to inform future planning and provide feedback to children. Any written comments are in green pen.
- Teachers exercise professional judgement about the level of written marking that is required. This varies according to age group, subject and task.
- Lengthy written marking is not a proxy for effective feedback.

### Whole class feedback:

- This works when similar feedback can be given to the whole class: a common misconception or shared next step.
- Whole class feedback is also helpful to model the feedback process and support self- and peer assessment. Marking one piece of children's work as a group/class also teaches particular points at the

same time. Another strategy is to show two pieces of work with the same title, and discuss their differences.

- After this, children then mark against a checklist (written or oral) of requirements such as features of a genre or a good descriptive sentence.

#### Self-marking:

- Children mark their own work in blue pen and have opportunities to correct as they go along.
- Children are given answer sheets or use Success Criteria to ensure accuracy of marking.
- When self-marking, children might include a reflective comment on their work. Eg 'I remembered my capital letters and full stops. Next time I will try to use more adjectives', 'I can add fractions when they have the same denominator'.
- When work is self-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

#### Peer-marking:

- Children mark a friend's work using pencil, using answer sheets or Success Criteria.
- Children give feedback verbally. This can be recorded by the child receiving the feedback. 'My friend said that I need to remember commas after fronted adverbials.', 'My friend said that I need to remember that taking away makes numbers smaller.'
- The child receiving the feedback also records who has marked their work.
- When work is peer-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

### **Subject Specific Written Feedback**

#### **Maths:**

- Children's work to be marked through live feedback and/or by marking together at appropriate intervals during the lesson.
- All work is to be ticked or a ✓ put next to it for any corrections to be completed.
- Next steps are not required, but misconceptions will need to be addressed through verbal feedback (live feedback to individual, small groups or whole class).

#### **English:**

##### **Essential English:**

- Tick to acknowledge work completed.
- Misconceptions addressed through verbal feedback (live feedback to individual, small groups or whole class).

##### **Shared Reading:**

- Children's work to be marked through live feedback and/or by marking together at appropriate intervals during the lesson.

- Misconceptions addressed through verbal feedback (live feedback to individual, small groups or whole class).

#### **English:**

- Activities where responses are photos, vocab lists, annotations etc ticked to acknowledge work completed.
- Short writing tasks to be marked through live feedback and/or written feedback applying marking code (ensure time for self-editing). Written next steps only given if individual children make continuous errors throughout piece (e.g. check tense is consistent; capital letters; paragraphing; cohesion; better word choices) or verbal feedback given the following lesson if a misconception needs explaining further to an individual, small group or whole class.
- Extended writing tasks to be assessed with a success criteria grid for the children to refer to whilst writing, (maximum of 5 statements to include in their writing, of either skills which they personally need to work on, or skills that have been taught throughout the unit- not too specific, eg. 'use a range of conjunctions', instead of 'use the conjunctions since, although and however'). Grid will be ticked (or not) to show whether the skills have been used correctly. Any that are not ticked, would become next steps for future writing- these do not need to be written down, as they are evident from the grid.

#### **Science and RE:**

- Tick to acknowledge work completed.
- Misconceptions addressed through written comment as question to clarify or deepen understanding, or through verbal feedback (live feedback to individual, small groups or whole class).

#### **Non-core subjects:**

- Feedback, including addressing misconceptions, given verbally (live feedback to individual, small groups or whole class).

#### **Opportunities to review, reflect and respond**

Feedback should be part of the learning process and as such needs to include the opportunity for pupils to review their work, reflect on the feedback given and take time to respond e.g. make corrections or show improvement in their work.

Time for reviewing, reflecting and responding can be offered in the first five minutes of the next lesson if required, or during the lesson. Pre-teach sessions prior to the lesson may also take place. The impact of feedback on learning can only be made, if children develop an awareness and ultimately ownership of their targets and personal progress.

Children should understand that making mistakes is ok and is part of our learning journey.

***“Don’t worry about failures, worry about the chances you miss when you don’t even try.” Jack Caufield***

Agreed: June 2023

Next Review: July 2024



## **Appendix A- Feedback Criteria**

### **Do**

- Use Live Feedback as much as possible.
- Ensure your feedback is relevant to either the objective or the child's current targets whilst making sure that basic skills are picked up and embedded.
- Follow the written feedback requirements for spelling and ensure resources are available to support children when amending.
- Update INSIGHT online as and when appropriate for SEN children.
- Update individual writing checklists as and when appropriate, ensuring that 6 pieces of evidence have been recorded by the end of the school year.
- Ensure that time is given for children to edit and self-correct work before the end of the lesson.
- Model how to complete editing and self-correcting, so the children know what standard is expected (including using erasers and putting a line (using a ruler) through mistakes).
- Mark in green pen.
- Ask children to edit in purple pen, and after instruction, mark their own work in blue pen.
- Ask children to use pencil if marking another child's work.

### **Don't**

- Write lots about what they have been doing.
- Correct all spellings and inaccuracies for them- model and then allow them to do it, with a maximum of 5 spellings being self corrected in each piece of writing.



## **Appendix B- Presentation Criteria**

### **Do**

- Follow the handwriting policy at ALL times.
- Have HIGH expectations of presentation in ALL books at all times.
- Use a pencil for charts and diagrams.
- Underline with a ruler (date and title- one line).
- KS1 children to write in pencil.
- Year 3 children to write in pencil, using their black handwriting pen for handwriting practice and when writing work for display purposes.
- Year 4 and 5 children to write in black handwriting pen (unless considerable difficulty with letter formation, or they show strong preference for pencil) and use their black handwriting pen for handwriting practice and when writing work for display purposes.
- Year 6 children to write with black gel pen (unless considerable difficulty with letter formation, or they show strong preference for pencil) and use their black gel pen for handwriting practice and when writing work for display purposes.
- Take pens away if presentation declines.
- Make sure the children always use a sharp pencil.
- Use a line drawn with a ruler for mistakes.
- Seek advice from a member of SLT if unsure about presentation of work.

### **Don't**

- Cross out or scribble.
- Use commercial worksheets.
- Stick work in that is of a poor quality and/ or that does not fit within the book page.



### **Appendix C- Marking Symbols** **(Children need to be aware of this from the year 1/2 class onwards)**

<b>FS</b>	Full Stops
<b>CL</b>	Capital Letters
<b>P</b>	Punctuation missing
<b>//</b>	New paragraph needed
<b>sp</b>	Spelling (either next to the word, in the margin, or at the end of the piece of writing- depending on child's age and ability)
<b>tense</b>	Tense
<b>G</b>	Grammatical mistake
<b>^</b>	Missing word
<b>T ,T.A or I</b>	Indicate focus group or level of support when necessary
<b>VF</b>	Verbal Feedback given

#### **Marking pens:**

**Purple** - independent editing and correcting

**Blue** - corrections after instruction/ feedback and when self-marking