

WEPS Feedback for Learning Policy

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Contents

Aspire for Excellence	iii
What does other research say?	iii
In summary	iv
Principles of feedback	iv
What does feedback look like at WEPS?.....	iv
Live marking	iv
Summary Feedback –	v
Self-assessment – (SA)	v
Peer assessment – (PA).....	v
Teacher marking	vi
Remote Learning.....	vi
Teacher Guidance for effective Blue Pen Reflection	vi
Acceleration	vi
Marking for Literacy Using Whole School Codes.....	vii
Standards and Expectations of Presentation.....	vii
Leadership Monitoring & Quality Assurance	viii
Student voice	viii
Equality of Opportunities	viii
SEN Inclusion	vii
Work scrutiny/Book looks- Example RAG rating.....	ix

Aspire for Excellence

- ☐ This Feedback for Learning policy is underpinned by research which suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the Education Endowment Foundation (EEF), Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year (EEF 2016).

The EEF 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.
- Feedback is a 'consequence' of performance (Hattie & Timperley, 2007). At WEPS we want to create well-rounded students that are fully prepared for their life, feedback has to contribute to this process. Maslow in his hierarchy of needs model, indicated that 'the need for respect or reputation is most important for children and adolescents [as well as] self-actualization needs where one realise[s] personal potential, self-fulfilment, seeks personal growth and [has] ... a desire to become everything one is capable of becoming' (Maslow, 1987).
 - This policy also recognises that 'marking' is central to a teacher's role. However, while it is important to note that written marking is only one form of feedback and it offers an opportunity to provide students with clear and specific information, 'a conversation with the child about what they have done well and what they need to do to improve ...makes a difference to learning' (M. Myatt 2013). Providing plenty of feedback during the lesson can be more appropriate and immediate which can better accelerate the learning journey that the student takes.
 - At WEPS we will ensure that students get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and apprise them of what they need to do next to improve.
- ☐ We will regularly look at books to uphold a high standard of presentation (see presentation expectations, which is also displayed in classrooms) and to maintain our high expectations for developing literacy across the school; this will be done through the use of our marking codes. We will also read students' work and do 'health checks' to inform future planning.

What does other research say?

Eliminating unnecessary workload around marking - Independent Teacher Workload 2016 Review Group, March 2016

- "help schools review their practice with the aim of shrinking the importance marking has gained over other forms of feedback and stopping unnecessary and burdensome practice".
- "marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop"
- "we recommend that all marking should be **meaningful, manageable and motivating**".

In summary

- Feedback should only be used to promote learning (**Feed up, Feedback and Feed forward** (Hattie & Timperley 2007).
- Written feedback is useful but there are many other forms of feedback which can be more effective.
- “Feedback should be more work for the recipient than the donor” (D William, 2005)
- It is acceptable that some work will be left unmarked as students regularly receive a wide range of other types of feedback in addition to traditional marked work. This does not mean you will not look at students’ books. Immediate, fast and effectively planned feedback activities should result in you being able to review more work, more often, in a timelier way.
- Teachers are empowered to decide on the most appropriate method of feedback within their subjects to promote and deepen learning.
- Impact of feedback should be seen in books by the progress students are making.

Principles of feedback at WEPS

- To deepen learning and allow students to make good progress
- To be rapid and immediate within lessons wherever possible.
- To employ a range of strategies that include live marking, self-assessment, peer-assessment as well as teacher assessment which could be formal data points or regular low stakes testing / checks. This is to ensure feedback is always effective in developing student learning
- Written feedback allows students to receive detailed, personalised feedback which includes a strength and target/s for further development. In addition to this, written feedback is employed when necessary and meaningful, as part of live marking during learning.
- Teachers regularly look at students’ books to help ‘feedforward’ and plan effectively for lessons
- Time is built in to develop student reflection through effective use of self and peer assessment.

What does feedback look like at WEPS?

Feedback will be specific to the subject and specific task the students have carried out. The type of feedback should be decided upon by teachers and chosen on the basis of maximising learning.

Live marking

- Immediate marking of the work by the teacher. **Students act immediately on this during in-class feedback.**
- Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc.
- May involve use of an adult to provide support of further challenge
- May re-direct the focus of teaching or the task
- Teacher giving verbal feedback during lessons to small group, whole class or individuals. **Students act upon this feedback.**
- Consistent high-quality learning dialogue between teacher and student during the lesson. **Students act upon this feedback in blue pen.**
- The teacher highlights misconceptions / incorrect work / poorly communicated subject knowledge whilst circulating in class. **Students act upon this feedback**

Summary Feedback

Takes place at the end of a lesson or activity

- Often involves whole groups or classes
 - Provides an opportunity for evaluation of learning in the lesson
 - May take form of self or peer- assessment against an agreed set of criteria
 - May take the form of a quiz, test or score on a game
 - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need
- **Students and Adults are to assess each piece of work against the Learning Objective using a smiley/straight/ sad face**

Self-assessment – (SA)

- We will need to have a supportive classroom environment where pupils are confident to read their work out in class and receive praise and feedback in front of their peers. It is vital that we, as teachers, demonstrate, to pupils, how to respond to comments or improvement prompts in their work.
- Modelling, at all levels and in all classes will ensure pupils respond appropriately with sufficient thought and effort to make a difference in their work. Over time, children's responses will mature although the highest expectations should extend to corrections, improvement prompts and additional challenges.
- Whenever possible, the teacher provides students with the answers to mark their own work. This also helps their self-reflection, as it is instant feedback allowing them to consider if they understood the concept or not.
- Students consider their current learning against a WAGOLL and then improve their piece of work in blue pen.

Other strategies which could be employed:

- *Success Criteria- two columns: Students tick their own work when they have met the success criteria which allows them to see what they have included/omitted in their work*
- *Colour coded Success Criteria: Students underline/shade their own work when they have met the success criteria which allows them to see what they have included/omitted in their work.*
- *Provide students with a list of errors typical of those made by the group; this could be a connect activity. Share and ask students to pick out what is wrong and then re-draft correctly.*

Peer assessment – (PA)

- Student marker/Lead learner: The teacher could ask a student, in order to strengthen their understanding, to go around the classroom marking other students' work. Students can be rotated with answers so that one is not singled out as being more able.
- Success Criteria / Colour coded Success Criteria: Students tick or underline/shade their own or partner's work when they have met the successcriteria which allows them to see what they have included/omitted in their work.

Other strategies which could be employed:

- *Sharing good examples of students' work at appropriate points in the lesson to allow students to reflect on their own work and share ideas for improvement. These can be used to showcase what has been included or to highlight misconceptions.*
- *Photocopy five examples of work, students to peer assess on the photocopied examples, then use what they have learnt from this activity to go back and improve their own piece of work (Could be part of a plenary).*

Teacher marking

- Teacher uses codes to provide feedback on corrections/actions which need to be addressed next lesson.
- Use of written feedback on selected work for students to act on.
- A positive comment should be made which relates to the learning objective, for example, a strength, a star or a grade.
- A target where the success criteria has not been met, for instance and a suggestion or a question to allow opportunity for further progress. See below for further information on Acceleration.

Other strategies which could be employed:

- *Make a list of errors typical of those made by the group; this could be a connect activity. Share and ask students to pick out what is wrong and then re-draft correctly. (Up-levelling)*
- *Prepared stickers/sheets which offer insightful feedback suitable for the individual to act upon.*
- *Books are reviewed between lessons and differentiated feedback offered through whole class feedback, post it notes, codes, mini master classes.*
- *Students' work is annotated with follow on activities, extension questions, which either consolidate learning or probe for a deeper understanding.*
- *Colour coded Success Criteria: Teacher uses the students' ticked or highlighted success criteria to show students what they have included/omitted in their work.*

Remote learning feedback

- For those children learning remotely guidance and comments will be shared via Seesaw and or Teams.
- Comments made by staff are supportive, appropriate and within the time frame of work submitted.
- Work must be the pupil's own work and completed to the best of the pupil's ability including presentation.
- Teaching staff will contact parents if their child is not completing their schoolwork, or their standard of work has noticeably decreased.
- Teaching staff will monitor the academic progress of pupils accessing remote learning via Seesaw including pupils with SEND and discuss additional support or provision with the SENDCO if necessary.

Teacher Guidance for effective Blue Pen Reflection

- **Keep it meaningful, manageable and motivating.** If you simply hand back work to students and tell them to improve it all, then the response will invariably be less than successful! They need **specific support** and to **avoid overloading** students we need to focus in upon specific improvements to their work.
- **Model and scaffold.** Models of work, (WAGOLL) with specific strengths or weaknesses, are crucially effective toward increasing student understanding. Seeing an outstanding exemplar helps lessen the load and gives students a high standard to reach for with their work. Reviewing a poor example, picking apart its flaws with the teacher, or improving upon a weak example of work also helps scaffold their understanding about what is required to improve their own work.
- **Blue Pen Reflection** time may seem to be about independent work, but in actuality there is still a need for guidance from teacher expertise.

Acceleration:

We are not looking for perfection and we want students to learn by their errors. Encourage the process of Acceleration: **making additions, redrafting, improving and correcting are excellent examples of Assessment for Learning (AfL)**. The perfectly presented book with no additions, redrafting, improving or corrections may be an indication that the work is not challenging enough or there are no AfL opportunities. **Acceleration is something we want to see on day-to day work.**

Show Respect, Always have a positive **A**ttitude, **F**ollow Directions promptly, **E**ngage In Learning

Marking for Literacy Using Whole School Codes

- We are committed to the development of student’s literacy across all subjects/key stages. Teachers should utilise literacy codes when and where necessary within the work. This could be done when looking through books or through live feedback/marking.
- All books must be checked and marking codes employed where needed whenever work is completed in them prior to them being used again.
- From Key Stage 2 onwards, when marking for Literacy, **all staff** should use the whole school marking code. The code forms an integral part of the Literacy Policy and should be displayed in every classroom.

Code:	Explanation
C (with letter circled)	Capital letter should have been used
Exp/?	Awkward expression/meaning unclear
G	Incorrect use of grammar
I	Independent work
P	Missing punctuation
S	Supported by an adult
Sp (with word underlined)	Try this spelling again, or write out 3 times (where appropriate) This could be for CEW, or words on display linked to the topic
T	Mistake in the use of tense
VF	Verbal feedback –with a code +/- or to focus of the feedback
WO	Show your working out
/	Begin a new line (e.g for dialogue)
//	Begin a new paragraph
✓✓	Indicates excellent section, a very well-chosen word or phrase
^	word missing/insert word or letter

- Teachers should also focus on subject specific errors to encourage knowledge of key vocabulary. Break words down for deeper understanding.
- Marking for incorrect writing structures should be evident.
- Ask students to go back and identify their own errors.
- Highlight or segment spellings particularly if consistently incorrect.
- Ask questions related to what is incorrect in the piece of work.

Evidence of marking and feedback

- Lesson observations,
- Learning walks
- Book monitoring -Some evidence of self – and peer-assessment
- Quiz and test results may be recorded in books or logged separately by the teacher
- Lessons/activities/quizzes accessed via Seesaw
- Comments from students and teachers via Seesaw
- Student voice

Standards and Expectations of Presentation

External appearance of the book/folder:

- All books must have the following clearly stated:
- Student name, Subject, Teacher, Class
- Target- *to be decided where this should be placed*
- There should be no other form of writing or drawing on the cover of the book.

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Internal layout:

- KS1- all written work to begin with DSLOS (Date, Underline, Skip a Line, Lesson objective, Skip a Line).
- KS2- all written work to begin with DUSLOS (Date, Underline, Skip a Line, Lesson objective, Skip a Line).
- The date and learning objective should be underlined using a ruler.
- Teacher can utilise labels to maximise time students have to work on the LO
- Handwriting should be neat and legible.
- All written work should be completed in **pencil** whilst they develop fluency and speed and will progress to black pen when their writing is neat and legible or when it is felt that this would help support progress.
- **Teachers should feedback in green, students in blue pen, and Teaching Assistants should mark in purple pen.**
- Only pencil should be used for illustrations, tables, pictures and diagrams.
- All crossing should be done with a single ruled line. (Erasers should not be used)
- Worksheets and assessments must be glued in flat into exercise books neatly and in chronological order. Sheets should be, trimmed to fit the books.
- If a piece of work is homework, it should be labelled as such.
- There should be no doodling/drawing/scribble anywhere in the books.

Leadership Monitoring & Quality Assurance

- Leaders will monitor the work in students' books to check the quality of education and the feedback that is being provided.
- The scrutiny of marking and feedback of core subjects will be carried out twice and non-core once per half term using the RAG template (see below). This will be in liaison with subject leads who will report to the Principal on the standard and quality of marking and feedback within their subjects.
- The Senior Leadership team will conduct a book scrutiny at least once per term as indicated on the school calendar.
- Any work that is not in line in with the Feedback for Learning policy must be addressed immediately with clear support, deadlines and expectations given for when this will need to be addressed.
- If this is not addressed or improvements are not seen, a plan should be in place to support the member of staff.

Student voice

- As part of the monitoring process SLT will meet with a range of students to discuss their learning, work in books, and online to gather their views. Students will be expected to bring their books along so that they can talk through their experiences, the progress they are making and how the quality of feedback supports learning.

Equality of Opportunity

- All pupils are entitled to have their work marked in accordance with this policy.

SEN and Inclusion

- Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a student's Support Agreement (IDP, IEP, IBP) as required.

Policy Review

This policy will be reviewed annually. Changes will be made to ensure that this policy reflects best practice

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and is up to date.

Work scrutiny/Book looks- Example RAG rating

Focus	Strengths	Areas for Development	RAG
Is feedback in line with policy?			
Is presentation in line with policy KS1- DSLOS KS2 - DUSLOS Pen/pencil			
Do the books/work match up with the SoL?			
Is there evidence of live feedback/marking? May not be green pen but blue pen reflection is evident throughout the lesson.			
Is there evidence of peer and self-assessment?			
Is work completed and of a high quality? Is there enough work in students books?			
Is there evidence that students are being challenged to think? Is there evidence of S+C? Are they addressing misconceptions in blue pen?			
Is there evidence of marking for literacy? Are students responding in blue to correct errors?			
How do the books/work compare with other faculties?			