

Document History	
Date:	Summary of Changes:
October 2023	Minor changes made to wording

At Colliers Green CEP School, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise its use in our practice. To this end, we have considered the current research recommendations around effective feedback whilst still being mindful of the workload implications of written marking.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF; April 2016), which shows that effective feedback should:

- redirect or refocus 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
- provide specific guidance on how to improve and not just tell children that they are wrong

In addition, the report of the Independent Teacher Workload Review Group (March 2016) highlighted written marking as a key contributing factor to work load and emphasises that feedback should be **meaningful**, **manageable** and **motivating**.

As a school, consistency is important for us in terms of high standards in the quality of feedback, but our approach may be tailored to best suit the needs of a particular phase.

### **Key principles**

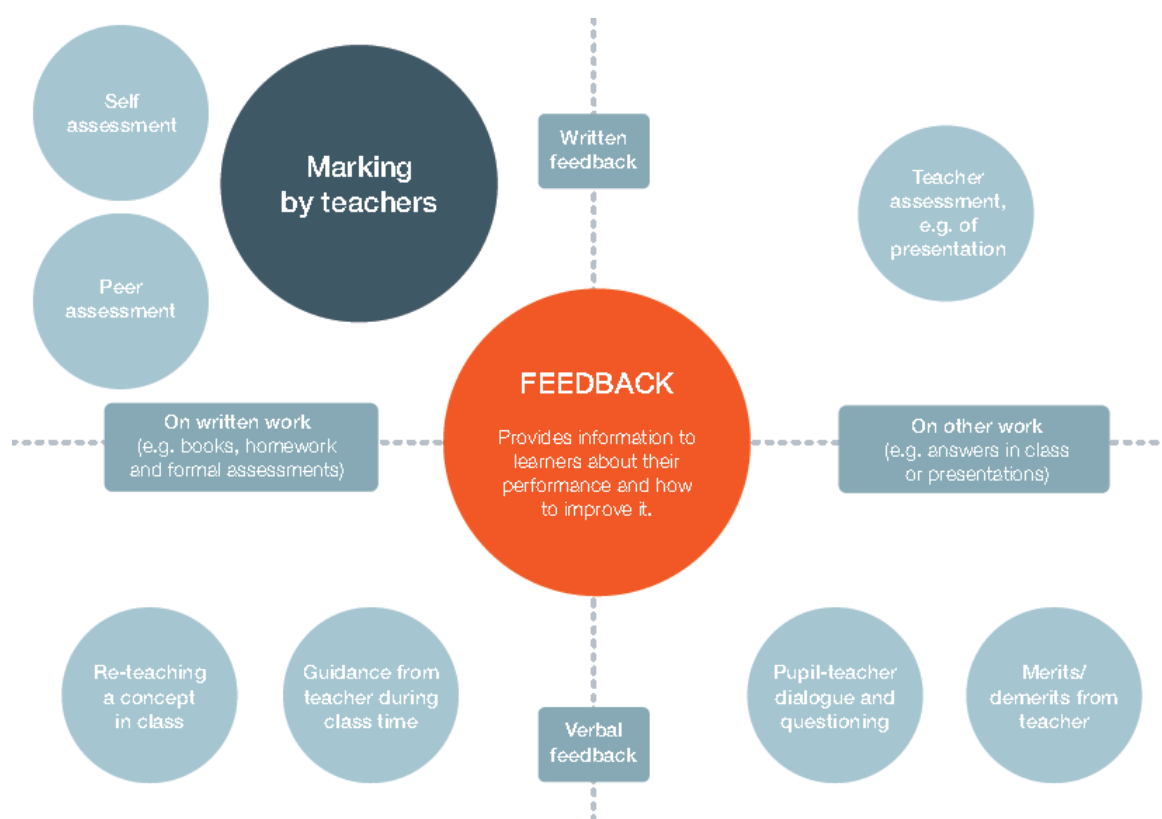
Our policy on feedback has, at its core, a number of principles:

- the sole purpose of feedback should be to further children's learning;
- evidence of feedback and marking is in accordance to the process (see table 3): we do not provide further evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective and as such, feedback delivered during lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of the assessment processes in the classroom and takes many forms other than written comments;
- feedback is part of the school's wider assessment processes which aim to provide an appropriate degree of challenge to pupils in lessons, allowing them to make good progress;
- all pupil's work is reviewed by teachers at the earliest opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

### **Aim**

Our aim is to work with these principles, making use of good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

**Table 1: Examples of different types of feedback**



(copyright Education Endowment Fund report, April 2016)

## Feedback and marking in practice

It is imperative that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching as necessary.

Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson or task
3. Review feedback – away from the point of teaching (includes written comments)

These stages are listed in order of priority as feedback closest to the point of teaching and learning is likely to be the most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on the review of work completed, the focus will often be on providing feedback for the teacher to further adapt planning / teaching.

**Table 2: What feedback looks like at Colliers Green**

Type	What it looks like	Evidence (for observers)
Immediate feedback	<ul style="list-style-type: none"> <li>Includes teacher gathering feedback during the lesson including mini-whiteboards, questioning, work in books etc.</li> <li>Often given verbally to pupils for immediate action</li> <li>May involve the use of a teaching assistant to provide support or further challenge</li> <li>May re-direct the focus of teaching, or task</li> <li>May include highlighting / annotations according to the marking code</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations / learning walks</li> <li>Some evidence of annotations or use of marking code / highlighting</li> <li>Teachers may use VF symbol when verbal feedback has been given</li> <li>Children may have responded to feedback given in purple ink</li> </ul>
Summary feedback	<ul style="list-style-type: none"> <li>Takes place at the end of a lesson or activity</li> <li>Provides an opportunity for evaluation of learning in the lesson</li> <li>May take the form of self or peer assessment against an agreed set of criteria</li> <li>In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations / learning walks</li> <li>Timetabled pre- and post-teaching based on assessment</li> <li>Some evidence of self and peer assessment</li> <li>May be reflected in written feedback in books</li> </ul>
Review feedback	<ul style="list-style-type: none"> <li>Takes place away from the point of teaching</li> <li>May involve written comments / annotations for pupils to read / respond to</li> <li>Provides teachers with opportunities for assessment of understanding</li> <li>Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>May lead to targets being set for pupils' future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledgement of work completed</li> <li>Written comments and appropriate responses / action</li> <li>Adaptations to teaching sequence or tasks when compared to planning</li> <li>Use of annotations to indicate future groupings</li> </ul>

Teachers will mark using pink pen. All work will be acknowledged in some form by teachers. This may be through the use of symbols such as ticks, or by highlighting the learning objective.

**Learning objectives** (LO) or titles may be used in English, maths, science and for other subjects where appropriate.

**Success criteria** could be used in any subject and may include columns for self or peer assessment. Criteria may be differentiated where appropriate.

**Peer marking** may be used in lessons.

## Marking codes

Where written marking or annotations are appropriate, the intention is the efficient use of teacher time should lead to maximum outcomes. One way in which this is achieved is through the use of a marking code. The core of the code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

**Table 3: Marking codes in use**

Annotation	Meaning
✓	The work is correct  Acknowledgement that the work has been seen by the teacher
✓✓	A particularly good point has been made
(wiggly line under word)	Spelling mistake (only used for key vocabulary, not every error)
^	Missing word
//	New paragraph needed
Date?	Date missing
VF	Verbal feedback given
S	Work has been completed with support
Supply Teacher	Work has been completed in a lesson taught by a supply teacher
1hp / 2hp	House points have been awarded for the work

## Independent / supported work:

Unless otherwise indicated though use of an 'S' symbol, assume that the work has been completed independently. Any support given to individual questions, e.g. in maths, will be evident through annotations by the teacher in pink pen.

## Feedback in the EYFS

For children in the Early Years Foundation Stage, feedback is immediate and given verbally. Where appropriate, learning objectives may be used on written work as above.

Any work that was supported by an adult will be marked with an S.