

Purpose

"...too many teachers focus on the purpose of feedback as changing or improving the work, whereas the major purpose of feedback should be to improve the student." – Dylan William

The impact that feedback should have is that a child understands a concept better after intervention. It should raise their aspirations to achieve and also encourage pride in their work. It should help inform teachers' next steps.

Principles

Feedback alone has limited impact; a child must **use** the feedback to improve. These are the key principles of feedback:

1. The vast majority of feedback happens at the point of misconception, identified through continual checking for understanding activities. Feedback may involve live marking for individuals or remodelling where there is a common misunderstanding
2. Most written feedback happens in the lesson through live marking. Written feedback after the lesson has significantly reduced impact
3. Feedback is specific and focussed. Incremental improvements will lead to long-term progress. You cannot try to improve everything at once
4. The benefits of feedback outweigh the time cost
5. The emphasis is on the children to take responsibility for improving their work - with guidance from the teacher - not for the teacher to improve it for them

What does feedback look like?

- Without frequent checks for understanding, the teacher cannot know what the child understands and therefore cannot give effective feedback. Therefore, the children frequently having the chance to respond to high-ratio 'check for understanding' questions is a prerequisite to effective feedback.
- All books receive light touch marking (see 'Marking Books' section).
- When marking after the lesson, work should be acknowledged and **careless** errors identified to be corrected (see codes in appendix). This should be limited to 2 or 3 corrections. Any more should involve redoing the work. However, the aim is to pick this up during the lesson.
- Live marking focuses on children with the greatest need throughout the lesson. This involves modelling ideas and annotating their work **during the lesson** so that intervention is given at the point of misconception. This is an opportunity to give **individual feedback**
- No recordings are made of 'verbal feedback'. The progress the child makes over time will be evidence enough of the feedback received
- Where appropriate, hinge point questions (see appendix) are used – a diagnostic question that checks for understanding and highlights misconceptions that can then be immediately addressed. These can also be used at any point in the lesson as part of 'checking for understanding' activities.
- Marking sheets (see appendix) are completed at the end of each lesson (one for the whole class for each subject). This informs next steps.
- The following lesson starts with **group feedback** - a carefully planned review of the learning:

- High quality pieces of work are shown on the visualiser (1-2 pieces) to exemplify excellence. These examples should show improvement or be aspirational.
- Highly specific praise and next steps are given on an individual basis through 'rollcall'.
- Where needed, there is reteaching around common misconceptions and children are given time to attempt a whole-class/group gap task to improve or deepen their understanding. Children should use the feedback to attempt a task or improve their work (often through redrafting). This is not wasted time – **we will be improving the students, not just correcting their work**
- Remember, re-teaching the same content in the same way will likely get the same results. Teachers will consider what they need to do differently.

Marking books

- Marking codes (see appendix) are used sparingly (2-3 per piece of work) to address **careless** errors including SPAG. Teacher's Professional judgement is used to decide what constitutes a careless error. Time is allocated so the child can correct the error(s). If the error is not careless then the child will not be able to correct it; it will need teaching.
- Acknowledgement will be through a tick or, on an individual basis, +/-/= . There are no written comments.
- Where work is not to the standard expected, it will not be marked until it has been completed satisfactorily in the child's own time. We must respect children enough to have high expectations for them and not to accept anything below their best. The aim is to identify this in the lesson so it can be redone there and then
- If work is incomplete (eg, an extended write) then a feedback sheet will still be completed to identify revisions needed with redrafting time being planned in. Work is acknowledged when complete.

Peer and self-assessment

- These skills are **taught** and carefully structured in order to be effective. Success criteria and exemplars should be used to help guide children.
- Children marking their own work is positive; in fact, research suggests that this can create a greater clarity of where misunderstandings lie. 'Tick or fix' is used where the children correct any errors as they mark their work. The teacher uses professional judgement when to use self-marking.
- Children should use neat, small ticks and respect one another's books if writing in them
- It is important that when work is self- or peer-marked, the teacher still acknowledges the work and completes a marking sheet so that they can identify common misconceptions.

How will we know that our feedback is effective?


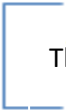


- Children's errors/misconceptions are identified and they stop making them over time. For example, a child might begin the year with difficulties in the -ed spelling suffix, but will show improvement over time as a result of feedback
- Children know and remember more, evidenced through pupil voice
- Redrafts, editing and gap tasks show an understanding of the previous lesson's concept
- Books with live marking show timely intervention; misconceptions are addressed
- Work shows progress over time – the child is clearly getting better. For example, this might be evident through greater success in reasoning in maths, more precision and control in writing, etc
- Where children self-mark, there is an opportunity to address errors
- There are high expectations in books, particularly evident through children redoing work that is not to the appropriate standard.

Appendix A – Marking Sheet

Praise/good examples	Presentation/effort issues including redo
Further support needed, including stretch tasks (individuals)	Basic skills errors (non-careless mistakes) – spelling, handwriting, organisation
General misconceptions and next steps (whole class)	

Appendix B – Marking Codes (careless errors)

Only to be used for careless errors. You should use these sparingly – too many and the child will not have time to address them. If there are lots of careless errors, consider whether the work should be marked or redone. The teacher will use their judgement based on the attainment of the child as to whether to direct the correction to a word, line or paragraph. These codes are only for careless errors.

Code	Explanation
	Redo this question (careless errors)
P  The romans were a great civilisation.	Check the punctuation in this section for careless errors You may choose to bracket a line, several lines or a paragraph This could be extended to direct the children to a specific piece of punctuation, eg: P, or P.
Sp  The Romuns were a great civilisation and were able to conquer much of Europe.	Check the spelling in this section for careless errors You may choose to bracket a line, several lines or a paragraph This could be extended to direct the children to a specific spelling where required
G  The Romans was a great civilisation.	Check the grammar in this section and check that it makes sense In KS1 this may include underlining the careless error