ANNECY CATHOLIC PRIMARY SCHOOL

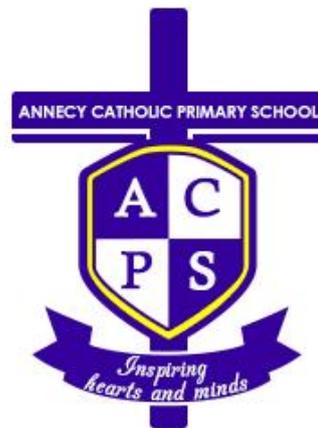## DIOCESE OF ARUNDEL AND BRIGHTON
EAST SUSSEX COUNTY COUNCIL

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Approved by	Governing Body
Date	February 2021
Date for Review	March 2022
Responsibility	Headteacher

FEEDBACK POLICY

Mission statement
"For with God nothing shall be impossible" Luke 1: 37
- Believing that ALL can succeed, not some or many
- Promoting education as a lifelong journey and one that fulfils every child's God-given gifts, talents and potential
- Creating a safe and loving environment, where everyone knows that they are loved and valued as a child of God
- Using the Gospel values, not only for the social, moral and spiritual development of pupils, but to underpin the quest for high academic standards within the school
- Working in open and honest partnership with families, the Church and the wider community

At Annecy Catholic Primary School, we recognise the importance of feedback as part of the learning and teaching cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

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
- Provide specific guidance on how to improve and not just tell learners when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, a working party at Annecy has investigated alternatives to onerous written marking which can 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

We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supports by the design and preparation of lessons.

Annecy's Key Principles

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

- The sole focus of feedback and marking should be to further learners' learning;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Written comments should only be used where they are accessible to learners according to age and ability;
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective then comments provided at a later date;
- Feedback is provided both to teachers and learners as part of assessment processes in the classroom, and takes many forms other than written comments;
- Feedback is a part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to learners in lessons, allowing them to make good progress
- ALL learners' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the 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 father feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback in practice

It is vital that teachers evaluate the work that learners undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of learning
2. Summary feedback – at the end of a lesson / task
3. Review feedback – away from the point of learning (including written comments)

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

At Annecy Catholic Primary School, these practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	• Includes teacher gathering feedback from learning, including mini-whiteboards, book work etc. • Takes place in lessons with individuals or small groups • Often given verbally to learners for immediate action • May involve use of an additional adult to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code	• Lesson observations / learning walks • Some evidence of annotations or use of marking code / highlighting • Improvements evident in books, either through editing or further working
Summary	• 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 the form of self- or peer-assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	• Lesson observations / learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	• Takes place away from the point of learning • May involve written comments / annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for learners' future attention, or immediate action	• Acknowledgement of work completed • Written comments and appropriate responses / actions • Adaptations to teaching sequenced tasks when compared to planning • Use of annotations to indicate future groupings

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those learners who are able to read and respond independently. In some cases, the marking code may be used where this is understood by learners (see end of policy for marking code & symbols). Where learners are unable to read/understand such comments, these are shared verbally with learners at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of learners having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a learner has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow learners' achievements to be recognised and provide further guidance for future learning.
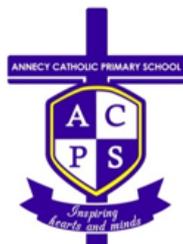
Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines the use of highlighters and symbol codes / marks.
(See appendix 1 and 2 for some examples)

Support for staff

SLT will work to ensure our feedback to staff reflects the above and, if there are queries, will have professional dialogues with you 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 judgements are difficult and, often, it can take time to develop a real understanding of when to use most effectively a particular type of feedback. If you are ever unsure, please speak to another member of staff, or a member of the SLT, any of whom will be more than happy to offer you advice and support
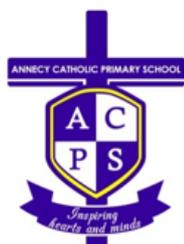
Independent writing is to be fully marked using marking code. Other pieces of work are to be acknowledged and marked as appropriate.

KS1 Marking Code – English

SUCCESS	✓	Correct
	[yellow highlight box]	Highlight in yellow highlighter something they have done well against the success criteria
IMPROVEMENT / EDIT	⟶	Next steps for children to work on using purple pen
	◯	Circle around missing or incorrect punctuation
	sp	Word underlined for spelling correction
	ch	Go back and check
	^	Words missing
	~~	Does this make sense?
	Ⓣ	Tense
SUPPORT	ⓥⒻ	Comment/feedback has been given to the child

Appendix 2 – KS2 Marking Code – Independent Writing

Independent writing is to be fully marked using marking code. Other pieces of work are to be acknowledged and marked as appropriate.

KS2 Marking Code – English

SUCCESS	✓	Correct
	🟨	Highlight in yellow highlighter something they have done well against the success criteria
	(→)	Moved on in lesson
IMPROVEMENT / EDIT	⟶	Next steps for children to work on using purple pen
	◯	Circle around missing or incorrect punctuation
	sp	Word underlined for spelling correction
	ch	Go back and check
	^	Words missing
	~~	Does this make sense?
	(R)	Re-write with improvements
	T	Tense
	//	New paragraph
SUPPORT	(S)	Child supported (initialled by adult)
	(VF)	Comment/feedback has been given to the child