

Naunton Park Primary School

**Feedback and Feedforward Policy
(including marking)**

Last review date: May 2023
Next review date: May 2026

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1.0 Introduction and aims

At Naunton Park Primary School, we recognise the importance of feedback as an integral part of the teaching and learning process. We are mindful of the growing body of research surrounding effective feedback and the workload implications of written marking as a feedback strategy. We aim to maximise the effectiveness of feedback in our practice.

This policy is underpinned by: research as explained throughout this document; the experience of teaching staff at the school; Naunton Park's school values and expectations for Attitudes to Learning; and, the school's Challenge Curriculum.

Staff at Naunton Park Primary School and evidence from EEF suggest that effective feedback should:

- Be specific, timely, accurate and clear;
- Encourage, recognise and support effort;
- Be given sparingly so that it is meaningful;
- Redirect and refocus either the teacher's or the learner's actions to achieve a goal or next steps;
- Put the onus on the pupil to correct their own mistakes rather than providing answers for them;
- Alert the teacher to misconceptions so that the teacher (or TP as directed by the teacher) can address these in subsequent lessons.

1.1 Purpose

The sole purpose of feedback is to further a child's learning. The EEF states: "Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning."

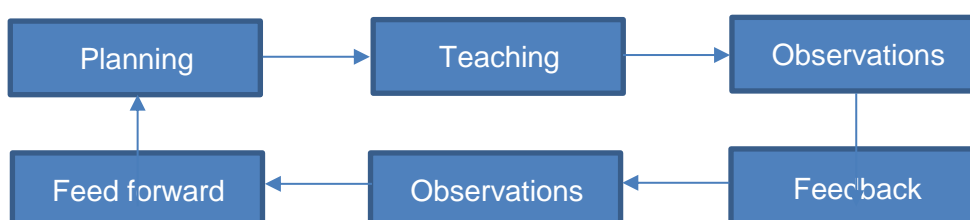
Feedback must empower a child to take responsibility for improving their own work as a result of effective guidance by the teacher. As the purpose of feedback is to further a child's learning, we believe at Naunton Park that feedback (about a piece of learning that has taken place) is most effective when it feeds forwards helping the child to address misconceptions at the point of learning; helping the child to move on from previous learning and helping the teacher to plan future learning opportunities in response to prior learning, a child's progress to date and their outcomes, which is an integral part of the teaching and learning process.

2.0 Teaching and learning process

2.1 Feedback and feedforward cycle

The school's feedback and feedforward cycle aims to make use of good practice approaches to ensure that children are provided with timely, purposeful feedback that furthers their learning. Our cycle enables teachers to gather formative and summative assessments to then adjust teaching both within the same lesson and across a sequence of lessons.

It is essential that teachers evaluate individuals' learning through the work that children complete in lessons and that this is then used to adjust teaching accordingly. Likewise, it is also important that children feel their work is valued: through high expectations and a sound knowledge of individuals' needs and goals, effective feedback is also used to motivate children and recognise their efforts.



2.2 Rosenshine’s Principles of Instruction

The Rosenshine Principles of Instruction are ten core principles identified by Berek Rosenshine as having a significant impact on learning. These methods are found to have a high impact on the outcomes of pupils when used in conjunction over a period of time.

At Naunton Park, these ten principles either use or inform effective feedback to improve outcomes:

Rosenshine’s Principles of Instruction	Relation to feedback/feed forwards to improve outcomes
Daily review to support recall.	Review of prior learning and making connections to new learning.
Present new material in small steps and guide practice after each step.	Use knowledge of children’s learning to date to determine the steps required to introduce new learning. Review of understanding between each step so that practice is adapted to meet need.
Ask lots of questions and give all pupils the opportunity to answer.	Use pupils’ answers to determine their understanding and adapt teaching/subsequent learning opportunities accordingly. Provide opportunities for children to draw on prior learning.
Provide models.	Use knowledge of pupils’ understanding to date to pre-empt misconceptions, provide challenge and set expectations to maximise progress and reduce the need for feedback that could have been avoided.
Guide pupil practice.	Use knowledge of pupils’ understanding to build on prior learning and to introduce new learning rather than spending time going back over prior learning.
Check pupil understanding.	Review progress and outcomes regularly so that pupils learn with fewer errors at each stage and misconceptions are addressed at the earliest opportunity.
Obtain a high success rate.	Ensure pupils have a high success rate through oral responses and utilise guided work to prepare children effectively for independent work.
Provide scaffolds for difficult tasks.	Through careful observations, questioning and knowledge of children’s prior learning and understanding to date, appropriate temporary support aids pupils as they learn which enables them to be more successful.
Require and monitor independent practice.	Use knowledge of pupils’ learning to date to create opportunities for independent practice, allowing them to work with fluency and move onto the next steps of learning.
Engage pupils in weekly and monthly review.	Lead to more successful learning by enabling children to make and strengthen connections, build their knowledge over time and increase in fluency by drawing on prior learning, reviewing their progress and understanding their next steps.

3.0 Expectations and responsibilities

3.1 Teachers

While the purpose of feedback remains consistent across all years at Naunton Park Primary School, the type of feedback given will vary depending on the age of the children and individual needs. For example, and in particular, feedback given in EYFS and Year 1 is prominently immediate verbal feedback to maximise impact.

The Teacher Standards state that teachers must “*make accurate and productive use of assessment*” and “*give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.*” ([Teachers’ Standards guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344222/teachers-standards-guidance.pdf)) Teachers should note that pupils are not required to provide written response to feedback, but that they should act on the feedback in subsequent work.

When judging the Quality of Education, Ofsted expects that teachers, “*...check pupils’ understanding systematically, identify misconceptions, accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.*” ([School inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344222/school-inspection-handbook.pdf))

At Naunton Park, we value children’s learning and the work that they carry out. We want children to feel pride in the learning process and proud of their outcomes, and we feel that it’s important when looking back at work, that children (and anyone else looking at their work) focus on the learning, not on the teacher’s comments about it. Therefore, all written feedback by teachers to children should be meaningful, manageable and motivating (more information in Section 4.2). Comments should be discrete and concise, especially for children in the younger year groups or those who are not confident readers. The quantity of feedback should not be confused with quality feedback: high quality feedback is evident in how a pupil is able to tackle subsequent work and how confident they feel to reflect on their learning to date and how ready they feel to move on. Eliminating Unnecessary Workload Around Marking states, “*If the hours spent do not have the commensurate impact on pupil progress: stop it.*”

Feedback (written and verbal) must relate to the children’s learning and link with the intended learning objective of the session(s). Feedback about an activity may be useful but the focus should be on what has been learned or the intended learning. In addition to feeding back about the achievement of the Learning Objective, teachers may consider it necessary to feedback to children about repeated mistakes, other misconceptions or personal targets.

For all written work in books, teachers produce a sticker stating the Learning Objective for each lesson, which is then stuck into each child’s book at the top of their piece of work. This makes it clear for the teacher and pupil to assess the learning and outcomes, focussed specifically on the objective for that lesson. ‘Marking’ may be in the form of a ‘ticked’ objective if the child has achieved it (see Section 5). If a child is absent from the lesson where work should have been recorded, the Learning Objective sticker is stuck in by the teacher with “Absent” written next to it.

For all written tasks, teachers signal whether the task was independent or supported using the following codes:

- “I” = Independently completed
- “G” = Guided work, where an adult has worked with the child to complete the task (individually or in a group)
- “S” = Supported work, where an adult has given some 1:1 support during the lesson (this support is brief as opposed to guided work stated above)

3.2 Pupils

To maximise the impact of feedback and to ensure teachers are using their time and pupils’ time wisely, pupils play a key role in the feedback cycle: pupils are expected to proof-read, check their work, edit and, where necessary, redraft it before teachers provide their feedback (this may, however, require quick verbal feedback during the lesson to direct their edits). Pupils are taught and encouraged to evaluate their own work, or each other’s work, using a success criteria, toolkit or modelled examples as applicable and to reflect on the extent to which they have achieved the learning objective and intended outcome for the lesson. By checking, editing and redrafting (where applicable), the risk of teachers providing extensive, unnecessary feedback is reduced and pupils learn to take responsibility for their own learning.

Similarly, pupils are taught how to use feedback to build on prior learning and prepare for new learning. Time in lessons is spent in not only providing pupils with the time and opportunity to respond to feedback (verbal or written) but to also understand how it can help them improve their work, correct errors or overcome misconceptions. Self and peer marking strategies are taught so that pupils make the best use of these activities to move on in their learning. The EEF states, "Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome."

Teachers expect to see any feedback responded to by action being taken either immediately or through subsequent learning. Impact is evident through the progress that children make within and through sequences of lessons.

4.0 Feedback and feedforward strategies

4.1 Example strategies

What it looks like		Evidence of impact*
Immediate	<ul style="list-style-type: none"> • “Live marking” by the teacher, TP, pupil or partner • Praise for attitude to learning • Use of Recognition Board (with reason) • Verbal suggestion for immediate action • Individual/group support put in place during a lesson, e.g. shared writing or guided work • Redirection of focus within the lesson • Additional support directed/redirected during the lesson (inc. for additional challenge) • Individual targets reviewed/updated • Teacher/TP, self or peer marking against Success Criteria or toolkit • Whole-class, group or individual verbal feedback to the teacher (e.g. ‘thumbs up’, ‘confidence continuum’) • Individuals move on in a lesson/skip questions as needed (encouraged by teacher or through self-reflection) • Effective and high-quality questioning which is responded to • Ticked/annotated Learning Objective 	<ul style="list-style-type: none"> • Self-corrected or improved work • Boost in confidence • Misconceptions addressed • Mistakes corrected, work improved • Adapted plans • Appropriate challenge • Progression of learning • Achievement of individual target • Success Criteria • Child skips or moves on in a task, e.g. moves from “Do it” to “Secure it” when ready rather than when all “Do it” questions have been completed
Feedback	<ul style="list-style-type: none"> • Notes made in teachers’ planners • Acknowledgement of effort • Written feedback after the lesson about individuals’ learning and outcomes • Teacher/TP or self-marking against lesson objective (e.g. tick/highlight) • Re-addressing of knowledge or learning from the previous lesson before moving on in the next lesson • Individual or group verbal feedback to address a mistake • Use of Feedback Sheets for writing and reading • “Mop up” session/intervention with the teacher or TP before the next lesson • Discussion between teacher and TP to adapt subsequent learning sequence and/or activities • Teacher/TP, self or peer marking against Success Criteria or toolkit (e.g. tick/highlight) • Analysis of end-of-key-stage expectations grids to determine current attainment judgement 	<ul style="list-style-type: none"> • Misconceptions addressed • Mistakes corrected, work improved • Adapted plans • Self-corrected work • Appropriate challenge • Progression of learning • Achievement of individual target • My Plan review • Success Criteria • Toolkits • Learning Objective • Individual feedback sheets • Ticking of individual Targets

	<ul style="list-style-type: none"> • Use of Comparative Judgement • Moderation activities • Effective and high-quality questioning which is responded to • Ticked/annotated Learning Objective 	
Feedforward	<ul style="list-style-type: none"> • Notes made in teachers' planners • Planning and modelling to address potential misconceptions • Use of Success Criteria or toolkit to identify gaps in learning to be addressed in subsequent sessions • Analysis of end-of-key-stage expectations grids to identify gaps in learning that need to be addressed • Evaluation of "Cool" and "Hot" tasks (against LO) to determine individuals' next steps/individual targets • Use of Feedback Sheets for writing and reading • Individual/group support to move learning on • Analysis of misconceptions to plan subsequent learning opportunities • Time at the start of a lesson to build on prior learning, misconceptions or common mistakes with the whole class • "Pre-teaching" activities/intervention • Moderation activities • Use of answers to oral or written questions • Grouping of books based on need/to inform next steps • Discussions between teacher and pupil (e.g. around individual targets) • Use of phase Marking and Target sheets (e.g. highlighting) • Ticked/annotated Learning Objective • Use of Common Misconceptions slide or sheet for children to refer to the following lesson based on misconceptions identified in the previous lesson 	<ul style="list-style-type: none"> • Challenging and achievable individual targets • Updated My Plan outcomes • Adapted plans • Appropriate challenge • Progression of learning • Individual feedback sheets • Ticking of individual Targets

* Impact is monitored through the evidence gathered in book looks, pupil voice activities, planning scrutiny, observations, learning walks and assessment data.

5.0 Written feedback ("marking")

[Eliminating unnecessary workload around marking \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) states: *Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making*

decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

The Ofsted Handbook 2022 states: “We will not...specify the frequency, type or volume of marking and feedback.” ([School inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/school-inspection-handbook-2022.pdf))

At Naunton Park Primary School, there is no expectation that every piece of written work is marked. We believe, however, that all work must be read and feedback must be provided to the child when appropriate and in a way that is appropriate to the individual and the piece of learning (see table in Section 3.1 for example strategies). As a result of the learning undertaken by each child (and the work completed), teachers must plan subsequent learning opportunities accordingly (“feed forwards”) to meet the needs of the child or group of children.

There does not need to be a written record of verbal feedback that has been provided to the child. Pupil voice, lesson drop ins and book looks will provide the evidence of effective feedback. For all written tasks, teachers signal whether the task was independent or supported using the codes I, G or S.

As explained in Section 2.1 and as recommended by the DFE, written marking by the teacher must be meaningful, manageable and motivating.

- Meaningful marking:
 - advances pupil progress and outcomes;
 - varies by age group, subject, pupils’ needs, teachers’ needs (e.g. for planning purposes);
 - adjusts planning for subsequent learning objectives, focus and/or activities;
 - meets the school’s consistent and shared high expectations of presentation;
 - is specific to the intended learning objective and/or individual target for the child;
 - explains or highlights what has been achieved or how effort has been shown rather than using words like, for example, “good” or “well done”.
- Manageable marking:
 - is proportionate to the task that is being marked so that the teacher is not spending longer marking a piece of work than the child took to complete it for example;
 - meets the needs of the individual pupil so that, for example, younger children or children who find reading a challenge, are not required to read long pieces of marking;
 - takes place after a child has reflected on the learning themselves and self-marked (edited, improved, redrafted etc.) their own work;
 - utilises teachers’ professional judgement about what part of a child’s work requires written feedback and what can be addressed verbally, either individually or with a group or the whole class;
 - uses, where applicable, the learning objective, success criteria or toolkit for quick and clear feedback (e.g. using ticks or highlights) reducing the amount of writing.
- Motivational marking:
 - values a child’s achievement, celebrates progress and recognise the school’s Attitudes to Learning of resilience, effort and persistence;
 - encourages children to want to progress and build on their own learning;
 - gives pupils the responsibility to improve their own work and take ownership of their outcomes;
 - identifies the extent to which the learning objective has been achieved and clearly demonstrates to a child what aspects of a success criteria or toolkit have been implemented/achieved;

- provides appropriate challenge to reflect on or move on with their learning.

The following strategies should be implemented by teachers when providing written feedback or when feeding forwards in pupils' books:

- Teachers record written marking in purple pen (or pencil for EYFS);
- The lesson's Learning Objective is ticked in purple when it has been achieved;
- Individual targets are ticked in purple when they have been achieved;
- Elements of a Success Criteria are ticked when they are evidenced in a piece of work;
- Feedback only relates directly to:
 - The lesson's Learning Objective;
 - Individual targets;
 - Repeated or high frequency word spelling errors (signalled by the teacher using three dots under the word);
 - Presentation or handwriting;
 - Misconceptions that need to be addressed;
 - Punctuation or calculation errors.
- Written feedback is responded to (or at least acknowledged) by the pupil, with time being given to do this;
- Children's responses, included corrected spellings, punctuation or errors, are checked and acknowledged by the teacher.

So that teachers' written feedback is clear, children edit their work using green pens only, except in Maths when their responses or corrections should be written in pencil.

4.3 Feeding back and forwards in English

The expectations listed in Section 3 and strategies listed in Section 4.0 are to be upheld in addition to the strategies directed in this section. In English lessons, the use of Learning Objective stickers for each piece of written work and the use of Cool/Hot writing tasks for feeding forwards is a requirement. Written and verbal feedback, and suggested next steps/targets, relate directly to the lesson's objective and/or individual targets.

Feedback for reading is given to children through written marking and verbal discussions in line with this policy. Reading feedback sheets, with assessments against the National Curriculum objectives, are used as directed by the English team.

For writing, in Years 1 to 6, Comparative Judgement is used as a means of moderation and benchmarking, but does not provide opportunities for feedback to individual children. Teachers in Years 1 to 6 use Insight to assess and provide feedback to pupils about their achievements and progress in writing by:

- Assessing against each National Curriculum objective for their year group based on independent work, including Hot Tasks;
- Identifying personal targets (from Hot Tasks) using the objectives on Insight that have not yet been achieved;
- Holding individual conversations with children to discuss the achievement of objectives and personal targets;
- Conducting parent consultations and writing reports using the objectives assessed on Insight including the sharing of personal targets;
- Ensuring that objectives that have not been achieved in previous years are addressed and re-learned.

Teachers in Years 1 to 6 are expected to update Insight objectives achieved by each child in their class throughout the year once each objective has been achieved. This also allows subsequent teachers, as a child moves through the school, to identify past achievements and plan accordingly.

In addition to Insight, teachers may choose to keep written records of each child's National Curriculum objective achievements throughout each term. The English team will provide the resource and support for this. In Year 2 and Year 6, these are shared with children regularly in their writing books, for example after each Hot Task.

4.4 Feeding back and forwards in Maths

The expectations listed in Section 3 and strategies listed in Section 4.0 are to be upheld in addition to the strategies directed in this section. In Maths lessons, the use of Learning Objective stickers or a clear Learning Objective at the top of the child's sheet for each piece of written work is a requirement. Written and verbal feedback, and suggested next steps/targets, relate directly to the lesson's objective.

To ensure that pupils are given the opportunity to achieve the National Curriculum objectives, to identify a pupils' next steps and inform planning, and to enable teachers to gather the evidence needed to make statutory judgements against the Key Stage 1 Teacher Assessment framework, Maths Feedback Sheets are used by teachers in Year 2. Each child has a sheet of end of Key Stage 1 objectives kept in a folder, which Year 2 teachers highlight as objectives are achieved throughout the year.

Children do not always record their learning in their books; practical activities and whiteboards are used regularly during maths lessons. When learning is not recorded through written work in books:

- The lesson's Learning Objective is stuck into the child's book and ticked if the objective has been achieved;
- Other recordings can be used as follows:
 - Annotations are made by the teacher/TP about the child's learning;
 - Photographs of the child's learning are stuck into their book;
 - A photocopy of the child's learning on their whiteboard is stuck into their book;
 - Brief summaries of conversations may be recorded (especially for the younger children in, for example, Floor Books).

In maths, written feedback is necessary when verbal feedback has not been given for:

- Misconceptions
 - Teachers may model a method in a child's book or ask the child to complete some further practise questions before moving on with their learning.
- Calculation errors
 - These are identified by teachers using a dot, however teachers should be careful not to 'dot' every error if this is likely to discourage a child or affect their confidence.
- Presentation concerns (e.g. 1 digit per box)
 - Presentation concerns are addressed when they are likely to cause an error in the future or may have affected a child's calculations
- Incorrect digit formation
 - Digits formed incorrectly are corrected by the teacher and/or pupils are asked by the teacher to practise their formation.
- Spelling errors
 - When marking a child's written explanation, teachers identify repeated spelling errors or subject-specific spelling errors where it may either affect the child's ability to fully explain their thinking (e.g. "add") or where they are using words that are required to be spelt correctly by their English objectives (e.g. "because"). Any repeated spelling errors should be addressed further during English lessons. Any spelling error identified by the teacher is marked with three dots underlining it.

In maths, like all other subjects, teachers mark using purple ink. Pupils respond to marking, correct their work or practise further using pencil. This should be easily distinguishable from their original work as it is likely to be next to or underneath their original attempt. The exception to this is in Reception, when the teacher marks or annotates work in pencil.

4.5 Feedback in Early Years

The Early Years Foundation Stage Profile states: “Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis.” It’s also essential that teachers spend their time directly supporting children’s learning and development, and that “teachers should quickly identify children who need additional learning support.”

Immediate and verbal feedback is therefore most effective for children in EYFS. The dialogue between teachers, teaching partners and pupils in EYFS provides constant feedback to the children about their learning, progress and achievements. These conversations also provide teachers with valuable information for their planning and help children understand their next steps. A brief recount of a teacher’s verbal feedback or child’s input may be recorded in their work if it’s useful to do so.

In books, as with all year groups, teachers tick the learning objective for each session according to whether the child has achieved it or not. Marking Grids in books allow teachers to also assess children’s learning against “I can” statements, which are easy for children and parents to see while not overshadowing the child’s work.

Teachers in Reception are very conscious that some children may record small amounts of learning, but that they may be able to talk at length about it. When giving written feedback, therefore, teachers write in pencil and do so discretely, to ensure the focus on the page is the child’s learning and recorded work rather than the teacher’s annotations or comments. Teachers also discuss their comments with the children.

To ensure written feedback is useful, teachers explain to children in EYFS what their writing means and why they record their comments in each child’s book. We feel that it’s important that the younger children understand why someone else is writing in their books. Overtime, children understand the purpose of their teachers’ comments and value their teacher’s feedback.

In EYFS, Floor Books are used as a means of feeding back to children: children’s comments and teachers’ observations are often captured in these books, which children refer to when building on prior learning. The notes and photographs recorded in these books are also used by the teachers to plan subsequent learning opportunities.

Another essential means of feeding back and feeding forwards in EYFS is through frequent dialogue with parents. Teachers are available everyday for parents to talk to about their child’s learning, attitudes and needs. Teachers approach parents daily to provide feedback or give suggestions for helping their child progress – this time is valued by both teachers and parents and enables home and school to work effectively together to help pupils’ learning move on.

Appendix A – Summary of marking expectations

Where written feedback is given by the teacher, the strategies below must be adopted.

Signal the level of support given to the child to complete the task and/or achieve the LO:	
I	Independently completed or achieved
G	Guided work, where an adult has work with the child to complete the task or achieve the objective (individually or in a group)
S	Supported work, where an adult has given 1:1 support during the lesson

Signal whether the lesson's Learning Objective has been achieved:	
Tick	Each Learning Objective that has been achieved
Leave blank	Each Learning Objective that has not fully been achieved
Use I, G or S	See table on the left to state how the child achieved (or did not achieve) the LO

Ink colours:	
Purple pen	Teachers' comment(s)
Green pen	Child's comment(s) – self marking or editing
Pencil	Adult scribing a child's verbal contribution (using G or S to show support)

Quick marking strategies linked to the LO:	
Ö	Correct method, solution, feature, structure or information for example
=>	Practise required or next step (requires a response from the pupil)

Quick marking that identifies errors:	
<u>Spelling error</u>	Dotted underline spelling errors
•	Incorrect method, solution or information
• ©	Correction required (requires a response from the pupil) – follows a dot (see above)
Ⓜ	Punctuation error or missing punctuation (circled)