



Beecroft Academy **Feedback Policy** **2017-2018**

Our approach to the 'Eliminating unnecessary workload around marking' Report of the Independent Teacher Workload Review Group, March 2016.

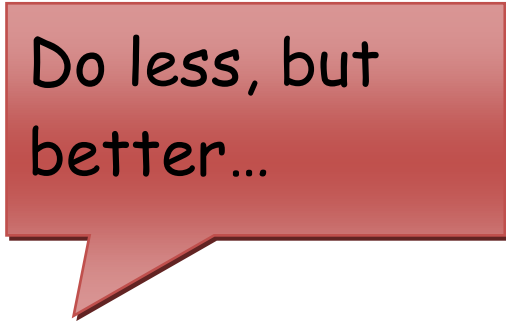
We believe that three principles underpin effective feedback: it should be **meaningful, manageable** and **motivating**

Senior leaders and governors are responsible for the effective deployment of all resources in the school. They should take into account the hours teachers spend on marking and feedback and have regard for the work-life balance of their staff.

Feedback can take the form of spoken or written marking, peer marking and self-assessment. If the hours spent do not have the corresponding impact on pupil progress: **stop it**

This policy will be:

- Consistently applied by all staff
- Clear in its purpose
- Manageable
- Productive in raising achievement
- Informed by pupils' individual learning needs and prior assessments



At Beecroft Academy, we aim to:







- Provide consistency and continuity in feedback throughout the school so that pupils have a clear understanding of teacher expectations
- Use the feedback system as a tool for formative ongoing assessment
- Improve standards by encouraging pupils to give of their best
- Develop pupils' self-esteem through praise and valuing their achievements
- Create a dialogue, which will aid progression

Feedback non-negotiables







A set of feedback non-negotiables have been written in conjunction with the Beecroft staff. (See appendix 1)

Feedback Policy – EYFS

In the Early Years Foundation Stage one piece of marking will be completed in the children's 'Have a go' writing books. This will have a focus around the topic and will be completed independently, where an area of need has been identified, the class teacher will work with selected children as a guided group. This piece of writing will be marked every week using marking stamps, 1 pink (what you have done well), and 1 green (what you need to work on). The key for the stamps is included below. The stamps are introduced gradually to the children and displayed on the Working Wall to support the children. At the start of every writing lesson children are given time to reflect on previous marking so they are aware of what they need to improve in their writing.

	Write on the line		Think about your phonics
	Capital Letters and lower case in the right place		letter formation
	Full stop to end a sentence		target achieved



	Hold your pencil correctly		Great ideas
	Finger spaces between words		Read it through to check it makes sense
	capital I		Check your Tricky words

Marking Policy – KS1 and KS2

Symbols used for marking:

- ☺+ Exceeds the learning objective
- ☺ Learning objective achieved
- H Pupil given help to complete the task
- ? Pupil did not achieve the learning objective

These symbols can be used during lessons and must be given at the end of a piece of work

- _ Underline missing capital letters
- S Spelling mistake
- 0 Circle round missing punctuation
- // To show where paragraphs should be
- ^ Missing word.

These symbols should be used during independent pieces of work, at the discretion of the teacher. They can also be used by pupils for peer and self-marking.

Copies of these symbols are to be displayed in each classroom (Appendix 2a and 2b) and in children’s mathematics and English books (Appendix 3)

Effective Feedback Strategies

The following strategies should be used to mark, assess and provide feedback.

1. Verbal Feedback

This means the discussion of work and direct contact with the pupil. It is particularly appropriate with younger, less able or less confident children. ***Verbal feedback comments are not expected to be recorded in the pupils’ books.***

2. DIRT Marking

As well as providing pupils with the feedback on the work they have completed and targets for improvements, it is also vital that teachers build into their lessons opportunities for pupils to act upon this information and advice.

DIRT marking (*Dedicated Improvement and Reflection Time*) is the process of allowing students to reflect/ act upon the feedback that has been given. Therefore ensuring the feedback is being put to use and is supporting the progress of our pupils. DIRT should take place at the start of the lessons and should ideally last no longer than ten minutes.

2.1 Examples of DIRT Marking

- Reflection and responding to precise feedback. Pupils use teacher feedback to analyse and improve their work
- Feedback in the form of questions to extend pupils understanding. This scaffolds pupils understanding, step by step, with the expectation that pupils act upon their feedback using DIRT
- Time for children to make corrections to work from a previous lesson. E.g. correcting maths calculations or amending a section of writing from an English lesson



2.2 DIRT Challenges

DIRT challenges are used in order to make DIRT marking more manageable and in turn beneficial for our pupils, teachers are to categorise the children's work into three groups based on their success against the learning objective. A task will then be set for each group and pupils will work individually at the start of the next lesson, during their DIRT time. Please see Appendix 4 for a template that is stuck in children's books and displayed in classrooms.

Red - "STOP! Before you move on in your learning, you need to show me you've got this in your 'Do Now' improvement." This is for children who have not achieved the learning objective. How are they going to show you that they can do it? Provide a modelled example to show the children how to do this.

Amber - "GET READY! You're about to move your learning on - show me your learning is secure in your 'Do Now' improvement." This is for the children who have shown that they have achieved the learning objective; however you need to check their understanding of the skill in a different context.

Green - "GO! You got it! Challenge your learning to another level - go for it in your 'Do Now' improvement". This is for the children who have achieved the learning objective and have a secure understanding of the skill taught. How can you deepen their understanding? How can they apply the skill you have taught them? Consider using; prove it, be the calculation Dr or always, sometimes, never statements.

DIRT challenges should be set after the weekly English SPAG lesson and once a week in mathematics lessons, minimum. In Key Stage 2, an additional DIRT time should be planned following an English or reading lesson. This could be a challenge related to the text that is being studied or an opportunity for children to improve a piece of writing after targeted feedback from the teacher (see examples given in 2.1).

A set of DIRT marking non-negotiables have been written in conjunction with the Beecroft staff. See Appendix 5.

3. Peer Marking

From KS1, pupils are encouraged to support each other and feedback on learning and achievement. Pupils should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk partners'. Pupils should be trained to do this and ground rules set and displayed such as listening, confidentiality, etc. Pupils should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. This should always be modelled for the pupils. The pairing of pupils should be based on ability and trust. Pupils should highlight evidence of success or write a comment (s) in another pupil's book in a purple colouring pencil and purple pen. ***When work is peer marked it needs to be acknowledged by the teacher in the form of signing their initials. No written comment by the teacher is necessarily needed.***

4. Self-assessment and Self Marking

Children are often asked to assess their own learning in order to identify how they feel they have progressed with regards to the lesson's learning objectives. The children share their self-assessments by drawing faces next to the learning objective on each piece of work:

- One face = means the child found the learning a challenge and that they feel they would benefit from support in the future
- Two faces = means the child found the learning to be accessible and they feel they succeeded
- Three faces = means the child felt that they excelled in their learning

Children in KS2 are frequently encouraged to mark their own work when guided by their teacher. ***This work needs to be acknowledged by the teacher in the form of signing their initials. No written comment is necessarily needed.***

5. Hot Marking

'Hot Marking' is the process of the teacher and support staff moving around the classroom during a period of the lesson to check and briefly mark children's work using the agreed marking policy symbols. This marking should ensure that all children are making progress during the lesson and that they are extended or supported where necessary. ***Children find this type of marking very beneficial as it provides them with instant feedback. Hot marking is an effective form of assessment and will also reduce the quantity of marking at the end of lessons.*** In mathematics, hot marking may just be used in the form of highlighting correct calculations in pink and incorrect calculations in green for the pupil to go back and correct. It may also be used to provide an example to show the pupil how to improve.



6. Cold and Hot Task Feedback

Pupils are to complete two pieces of independent writing within each English unit. ***The 'cold' task is completed two weeks before the unit starts and the 'hot' task is completed at the end of each unit.***

A marking checklist (see examples below) is produced for each unit of work. This checklist must include the key features of the text and the writing techniques that the children will need to include to be successful. This is to be shared with children during the teaching sequence, **but not during the independent ('cold' and 'hot') writing tasks.** These checklists should be differentiated based on the child's writing ability.

When marking the 'cold' task, the teacher is to 'pink' the features that the child has included in their writing and 'green' the features that they have not included. These will then become their targets for the upcoming unit of work. Children are also given a personal target to use in their writing; this may be a SPAG target.

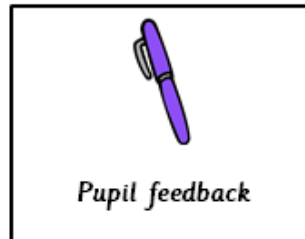
When marking the 'hot' task, at the end of each unit, the teacher is again to use the marking checklist to 'pink' what the child has included and 'green' what they haven't included. Individual written comments should also be included and should be relevant to the individual's ability. When marking the 'hot' task, the teacher needs to focus their marking on the personal targets set for the pupil in the 'cold' task.

The marking checklists should also include opportunities for self and peer marking to take place.

An example of a writing checklist:

Writing checklist	Self	Peer	Teacher
Target			
Target			
Target			
<u>Teacher's comments</u>			

7. Marking tools



Teachers are to write feedback comments in green pen where applicable

Stickers and stamps can be used in children's books at the discretion of the class teacher

Nick Hackett
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