

Birkenhead High School Academy

Junior School Feedback Policy

At BHSA, we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

We believe that verbal feedback and written targets referenced at all times during the learning process helps to raise standards. Our daily timetable reflects a focus on phonics, reading and becoming numerically proficient and our structured purposeful curriculum from Nursery to Year 6 engages children with a wider theme and forms a platform for English and the broader curriculum to be taught well. Our teachers focus on addressing misconceptions at the time of encountering them, and are exceptionally effective at promoting learning through reasoning, questioning and intervention. Verbal, live and whole class feedback are the primary tools of targeted teaching at BHSA.

We follow a 'Quality First Teaching' approach at BHSA which encourages teachers to take responsibility for every pupil's learning journey including 'Out of Year Group' (OYG) pupils, Red Flag pupils (currently off-track) and pupils with SEND. This means that a 'keep up, catch up' approach can often be seen in the lessons where the teacher is working intensely with one or more pupils with a very specific focus.

Our policy is underpinned by the evidence of best practice from the EEF (Education Endowment Foundation) and other expert organisations, including the 'Mark Less, Mark Better!' guidance from Southwark Teaching School Alliance, that found detailed written marking **did not** have an impact on pupil outcomes proportional to the time and effort it took teachers to write, and that **the most powerful feedback is that given at the point of the work being done**.

Notably, the Department for Education's research into teacher workload has highlighted 3 principles – that effective marking should be:

- **Meaningful** (this varies according to age, subject and pupil)
- **Manageable** (on teacher workload: 'the next lesson is the next step')
- **Motivating** (in order for pupils to make progress)

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, supported by the design and preparation of lessons.

At its core, our policy on feedback has a number of principles:

- The sole focus of feedback should be to further children's learning
- Evidence of feedback is incidental to the process: we do not provide additional evidence for external verification
- Feedback should empower pupils to take responsibility for improving their own work
- Feedback that is delivered closest to the point of action is most effective, and as such, feedback is delivered in lessons to be more effective than comments provided at a later date
- Feedback takes many forms other than written comments

- All pupils' work is reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning
- New learning is fragile and forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming children have securely learnt material based on evidence drawn close to the time of teaching it. Therefore, teachers will need to get feedback spaced from the original teaching input when assessing if learning is now secure, such as retrieval tasks that focus on work learnt a number of days/weeks ago and review and do activities that support remembering the previous lesson and give opportunities to address any misconceptions.

Retrieval practice

"... the purpose of a formative assessment is to provide useful consequences for teachers and pupils which give them a better idea about what they should do next."

Daisy Christodoulou, Making Good Progress, 2017

"The act of 'practising remembering' is at the very core of what effective learning is about."

Tom Sherrington, Rosenshine's Principles in Action, 2019

"Embedding retrieval strategies and ensuring all teachers, students and parents recognise the value of this approach – should be part of children's language of learning... We must prepare for forgetting and accept this as part of the learning process."

Kate Jones, Retrieval Practice: research and resources for every classroom, 2019

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

- **Immediate feedback** – at the point of teaching (live marking, self-assessment, whole class marking). This allows children to know immediately how much they have met the learning objective/aim whilst allowing teachers to intervene mid-point through a lesson. Pupils check their own answers under teacher supervision and take responsibility for their own learning, reflecting on what they need to do next.
- **Summary feedback** – at the end of a lesson/task - this may take written form, as below.
- **Next lesson feedforward** – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson has finished (and recorded in the teacher's planner or feedback book)
- **Summative feedback** – tasks planned to give teachers (and pupils) definitive feedback about whether a child has securely mastered the material under study (retrieval practice tasks, low stakes quizzes, mini unit tests.)

What does this look like?

BHSA is committed to providing verbal feedback which is positive, informative and highlights what pupils can do in order to improve. In order that pupils achieve, it is important that they have high self-esteem and confidence; this requires a great relationship being formed between teacher and pupil, and feedback which is clear and constructive, immediate and directed, with opportunities for the child to make necessary changes at that time.

At BHSA, we use a range of feedback models/strategies:

- Pupils will be explicitly taught **how** to check their work and identify careless mistakes, whereas misunderstandings will be addressed by the teacher. A culture of 'learning from our mistakes' is established in all classrooms
- Pupils will be explicitly taught how to check others' work: honestly, openly, accurately and kindly
- Use of targets/success criteria/WAGOLLS/WABOLLS as check tools for self/peer-assessment
- Use of maths 'marking stations' (answer cards) for self-checking overseen/checked quickly by the teacher following the lesson, when checking through exercise books
- Time will be set aside in lessons specifically to allow pupils to reflect and respond to feedback (this may include use of purple pen)
- 1:1 or small group conferencing where verbal feedback will be given to pupils specifically
- Whole class feedback may start at the beginning of the next lesson to respond to the needs of the whole class following a teacher's review of books from the previous lesson/day

Teachers are selective in the aspects about which they choose to comment, although all teachers at BHSA see the merit of formally 'marking' extended pieces of writing with a written comment, however done verbally has also been found to have a greater impact with pupils in KS1 in particular.

In addition to this, we use a range of strategies including:

English Marking in Key Stage 1 and 2

- Spellings: not all mis-spelled words will be corrected. Words that belong to the common exception list - or words that teachers judge the pupil should know - are underlined. Either the correct spelling is written in the margin or pupils are directed to find the correct spelling in dictionaries and correct with a purple pen.
- When a pupil has worked independently, the teacher (or pupil in KS2) marks the piece of work with the letter 'I' to denote independence rather than shared or modelled writing.
- If a teaching assistant has worked with a pupil to support the outcome, the piece of work will be marked with the letters 'TA'.
- If a pupil has had support from a class teacher, and the work is not independent, the work will be marked with the letter 'T'.
- Literacy Counts pupil target sheets are used by teachers and pupils to discuss together what the pupil needs to do to improve their work. Post it note targets will be used in exercise books as a reminder to the pupil of what they currently need to do to improve their work. These should be updated regularly and can be by the teacher and/or the pupil. (In Year 6, more in-depth monitoring sheets, based around the 'I can' statements for end of Key Stage assessments, are used.).
- In KS2, when there is an extended piece of writing, the teacher will write improvements that the pupil needs to make. Pupils will edit their work and redraft to make improvements. In KS1, these improvements may be discussed verbally with editing and redrafting opportunities planned for in order for pupils to develop these skills.
- Teachers will use their planner/feedback book to record whole-class and/or specific feedback relevant for addressing and planning into the next lesson.

Maths Marking Key Stage 1 and 2

- The teacher will review ALL pupil books after each lesson; they may not necessarily need to make a 'mark' on books, but the review process will involve checking any self-marking is correct and sorting books so that the next steps for pupils can be planned as the next lesson.
- Teachers will use their planner/feedback book after each lesson to record whole-class and/or specific feedback relevant for addressing and planning into the next lesson.
- If children have self/peer marked with a purple pen, the teacher will denote that they have scan-checked this marking with a tick.
- When marking/checking self-marking, teachers will denote incorrect answers with a dot to ensure pupils can acknowledge errors (and correct as appropriate).
- When appropriate, pupils will correct errors made with a purple pen in the next lesson as a review of their learning with the class teacher.
- Pupils complete regular 'Review and Do' tasks in lessons as part of the retrieval practice approach. These are self-marked by pupils for immediate feedback.
- Children will have a good coverage of the 3 aims in mathematics: fluency, reasoning and problem solving. Pupils will denote each of these areas as appropriate by drawing its symbol in the margin of their book as follows:



Fluency



Reasoning



Problem Solving

Foundation Subjects

- Where appropriate, foundation subjects will be marked with a tick and any spellings of common exception words or words a child should know will be corrected as described above.
- Teachers have the choice to use their planner/feedback book to make note of pupils needing extra support/challenge and/or areas of learning that need recapping.
- At the end of units of work, teachers use their planners/feedback book to record their findings of whole-class assessment pieces completed and give feedback on these in pupils' books as appropriate. This may range from ticks, to housepoints/merits given to brief written comments so that pupils know how to improve on their next assessment piece.

How will external observers of books know feedback has been given without detailed written marking on every piece?

The focus of any book look should be to evidence pupil progress, not to look at teacher comments. Book looks should also be undertaken alongside pupil chats. At BHSA, we follow Alex Bedford's 'Pupil Book Study' approach. The aim of monitoring is to ascertain whether pupils know more, remember more and can do more.

'... inspectors should not report on marking practice, or make judgements on it, other than whether it follows the school's assessment policy. Inspectors will also not seek to attribute the degree of progress that pupils have made to marking that they might consider to be either effective or ineffective.'

Sean Harford, Ofsted's National Director of Education, 'Ofsted Myth busters' document





- Progress will be evident in both pupils' books and via pupil chats with JLT and/or subject leads
- Practice of previous errors/misconceptions will be evident
- No repeated failures/errors should be seen (that aren't being picked up by the teacher)
- It will be evident if a pupil has been supported appropriately and then moved on to becoming independent and not relying on TA or T support
- If a pupil is getting consistent correct answers in maths, it will be evident if a pupil has been moved on to a challenge, either within a lesson or the following lesson
- Pupils hand their books in according to how they feel they have done. Once the teacher has reviewed the books, they record who has secured the work, needs practice, support or challenge in their planner/feedback book, with a quick note on misconceptions or intervention needed and brief next steps/lesson
- Pupils in KS2 are encouraged to write in their book themselves (using a purple pen), especially if they have had a 1:1 or small group conference with the teacher. They are encouraged to use sentence stems such as: I spoke with my teacher and we agreed I should...
- Edited and redrafted pieces of work will be evident (using a purple pen) and independent work clearly denoted.
- Spaced retrieval practice tasks, other low stakes quizzing and 'Review and Do' tasks will be used regularly and varied in task design.

Annex 1: What does feedback look like in my book?

What does 'feedback' do?

Feedback tells me how well I am doing and what I need to do next to improve my learning. Feedback might be given by my teacher, my classmates or me.



Type of feedback	What it looks like	Evidence (for someone looking at my book)
Immediate 	<ul style="list-style-type: none"> ● Mini-whiteboards used and my teacher tells me how I've done (this is verbal feedback) ● 'Live marking' happens: as my teacher walks round the class during the lesson, they talk to me about my work ● I might mark my own work using check/answer sheets, WAGOLs/WABOLs so I can identify errors/how well I am doing and correct or move on to a challenge ● I might mark my own work/my friend's work as the teacher calls out answers after a task 	<ul style="list-style-type: none"> ● Live marking: a teacher mark made in the book (could be a brief comment, ticks or praise points) ● Purple pen marks by me ● Progressively more challenging tasks chosen & attempted within the same lesson
Summary 	<ul style="list-style-type: none"> ● Me marking my work as the teacher calls out answers at the end of a lesson ● Me and my teacher talking about what I have learnt in the lesson ● My classmate reading my work and telling me what they think and how I can make it better 	<ul style="list-style-type: none"> ● Purple pen ticks/crosses ● Purple pen comments written by me, recording what my teacher/peers think about my work e.g. <i>'I spoke with my teacher and we agreed I should...'</i>
Feedforward : 'the next step is the next lesson' 	<ul style="list-style-type: none"> ● My teacher talking to us as a class about what we all need to work on ● Reflect & respond time to edit & redraft ● A task given to me by my teacher to practise what I was getting wrong last lesson ● A task given to me by my teacher to challenge me ● A written comment made by my teacher on an extended piece of writing 	<ul style="list-style-type: none"> ● Purple pen edits ● Redrafted pieces of work ● My teacher writes in their planner/feedback book when they review my book and notes how I got on with last lesson's work ● A task selected by my teacher and completed at the beginning of a lesson ● A 'Review and Do' task
Summative 	<ul style="list-style-type: none"> ● A quiz or retrieval practice task ● An end-of-topic test 	<ul style="list-style-type: none"> ● My book shows a variety of different and regular retrieval tasks that I have marked and sometimes commented on; I can use these to know how I am doing and what my next steps in learning are ● My teacher knows how well I am doing after I've done a test; they record my marks and talk to me about how I've done