

# Feedback Policy

Approved by:	Full Governing Board	Date: January 2024
Next review due	January 2027	
by:		



## West Moors Middle School Feedback Policy

### Rationale

Marking should be seen as a communicative process, providing information for pupils to enable them to make progress. It should tell pupils how they have done by:

- Being encouraging and positive about strengths.
- Identifying problem areas/misconceptions.
- Including suggestions to enable progression.
- Target setting.
- Praising effort and good presentation.

Work produced by pupils needs to be checked as soon as possible to inform the planning of lessons.

Feedback needs to be given in a productive and timely manner for its impact to be most effective.

Pupils need to actively engage with feedback in order to make maximum progress. (According to Dr Dylan William: *Effective feedback moves learning forward. It should be more work for the student than the teacher. It makes students think about their learning. It also helps them to see that learning is incremental rather than fixed.*)

### Process

As marking is an essential part of assessment, pupils as well as staff must be aware of the criteria being used in the process. Pupils must therefore know and understand the objectives of each piece of work before they begin. In doing so they will become better informed about how they have done and in due course better at evaluating their own work and progress. Marking should be more than just an indication that work has been completed.


It should:


- a) Take into account the objectives of the work given by the teacher and whether or not they have been achieved (Learning Objective and Success criteria).
- b) Correct any misunderstanding of concepts.
- c) Evidence shows (\*Black and William 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.
- d) Linked to any existing whole school merit/award system.
- e) Comments should state what a pupil has achieved, needs to do to reach the next stage or correct any misconceptions.

### How?

**Every day**, teachers will look at all pupils' books prior to planning to determine what pupils can and can't do, and what their next steps should be in the following lesson. This will allow teachers to be more specific or re-direct the focus of the learning in the next lesson.

At least once a week, \* teachers will mark all pupils' books more thoroughly and should:

- Indicate to what extent the learning objectives have been met on **every** piece of work by ticking learning objectives in **Positive Pink** (one/one+ for emerging, two/two+ for developing, three/three+ for secure and four/four+ for mastery) and identify Literacy errors to be corrected in **all** pieces of work.
- On **at least one piece of work each week\*** – identify one strength from the ladder, writing this in **Positive Pink**, highlighting a positive outcome - linked to the progress or effort made.
- Identify one Next Step from the assessment ladder with a follow-up task  (in **Growing Green** and using **the stamp**)
- In the next lesson, give pupils specific time to complete this Next Step task (in **Purple Pen of Progress**) to allow them to demonstrate that they have understood the feedback and can act upon it, and to immediately engage pupils with their next step for development by enabling them to: correct misconceptions; consolidate their learning; or extend their knowledge and understanding, and correct Literacy errors. During this time, the teacher can respond to pupils' questions and could work with guided groups on key skills, knowledge and understanding.
- Ensure feedback is consistent across the school, using the Literacy Marking symbols in all pieces (see below) and that neat, joined handwriting is modelled to pupils when writing in their books
- **Allow children to engage in self and peer assessment on a regular basis, using orange pencil to check answers (e.g. in Maths) or to underline words/phrases, which exemplify the success criteria they believe they have fulfilled or vocabulary/punctuation/sentence structure/spelling they would like to improve and purple pencil to support their peers' polishing. Peers should also give feedback with post-it notes stuck in books, identifying 2 stars and a wish using the success criteria.**
- After each piece of work, pupils should indicate their confidence and effort with 😊 or 😐 and an effort score between 1 and 5 next to it eg 😊 1 , 😐 3 , 😊 2 ...
- \*ideally every 3<sup>rd</sup> lesson in Core subjects
- Praise points should be written into pupils' books eg 2PP

Literacy marking:	
This doesn't make sense	
Spelling mistake	sp solider <u>          </u>
Punctuation missing /incorrect	—