

# Ecclesfield Primary School



## Assessment for Learning Feedback: Oral and Written

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# Rationale

This policy forms part of a whole-school policy for assessment for learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

***The only thing that matters is what students do with it. No matter how well the feedback is designed, if students do not use the feedback to move their own learning forward, it's a waste of time.'* Dylan William**

At Ecclesfield Primary, we recognise the importance of feedback as part of the teaching & learning cycle and aim to maximise the effectiveness of its use in practice.

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 pupils when they are wrong

## What is Feedback? (EEF definition)

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see peer tutoring).

*As John Hattie and Helen Timperley noted in their review of feedback, by its very definition, 'Feedback can only build on something; it is of little use when there is no initial learning or surface information. Feedback is what happens second' (2007).<sup>19</sup> The first task of the teacher, before feedback is delivered, is to provide effective instruction. Feedback alone is unlikely to provide pupils with a full understanding of the knowledge, skills, and concepts required and so initial teaching is crucial. Without it, feedback may be left with too much work to do*

[https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher Feedback to Improve Pupil Learning.pdf?v=1678281741](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher%20Feedback%20to%20Improve%20Pupil%20Learning.pdf?v=1678281741)

## How effective is Feedback? (EEF research)

Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects, and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.

### Delivering appropriately timed feedback

*The evidence regarding the timing and frequency of effective feedback is inconclusive. On the one hand, immediate feedback may be effective as it could prevent misconceptions from forming early on. However, delayed feedback could also be beneficial as it may force pupils to fully engage with the work before being given an answer. In turn, this may lead to them working hard to retrieve information they've already learned, which could help pupils to remember more of the learning.*

[https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher\\_Feedback\\_to\\_Improve\\_Pupil\\_Learning.pdf?v=1678281741](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1678281741)

## Principles

If children are to develop as independent learners, with an awareness of their own strengths and areas for development (learning targets), it is essential that:

- Children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning. All pupils' work should be reviewed by teachers at the most appropriate opportunity so that it might impact on future learning.
- Feedback informs the next cycle of planning for teaching and learning - the sole purpose of feedback should be to further children's learning
- Regular feedback keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

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 gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

The EEF 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 (**It was good because you xxxxx rather than just correct**)
- compare what a learner is doing right now with what they have done wrong before (**e.g. I can see you were focused on improving X as it is much better than last time's Y**)
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils when they are wrong
- Pupils work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

### Focusing feedback on moving learning forward

Feedback should focus on moving learning forward, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves.

Specifically, high quality feedback can focus on:

- the task (its outcome and advice on how to improve when doing that specific type of task),
- the subject (and the underlying processes within that subject),
- self-regulation strategies (how pupils plan, monitor, and evaluate their work)

([https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher\\_Feedback\\_to\\_Improve\\_Pupil\\_Learning.pdf?v=1678281741](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1678281741))

High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress, particularly as they re-establish classroom routines and recover any learning loss.

(THE EEF GUIDE TO SUPPORTING SCHOOL PLANNING: A TIERED APPROACH TO 2020-21, pg 6)

## PURPOSE of Feedback (written and verbal)

- Children are made aware of the learning intentions of tasks/lessons and of the criteria against which their work will be assessed. The learning needs of individual children are understood and work is matched and marked appropriately
- Feedback is given in such a way that achievement is acknowledged and teaching points are highlighted
- Children put the feedback they receive into practice in their future work.
- Where appropriate marking/feedback is linked directly to learning objectives including steps to success
- Wherever possible, feedback takes place with the children, e.g. when staff are working with a focus group.
- Feedback offers guidance as to the extent to which learning intentions have been met and suggests the next steps children might take in their learning.
- Feedback recognises, encourages and rewards children's effort and achievement, and celebrate success
- Feedback provides a dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work
- Feedback improves a child's confidence in reviewing their own work and setting future targets, by indicating the 'next steps' in learning
- Feedback helps pupils develop an awareness of the standards they need to reach
- Feedback supports teachers in identifying pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed
- Our marking and feedback is positive, motivating and constructive for pupils

**MOTIVATING, MANAGEABLE AND MEANINGFUL**

## Purpose of Feedback for parents

To involve parents more directly in reviewing their child's progress and to help in reporting to parents

## Who is involved in Feedback?

- **Class Teachers** giving a range of feedback in a variety of forms
- **Learning Support Staff:** feedback is given in line with the Learning Objective, commenting on assistance given
- **Pupils:** self-assessment and feedback, peer assessment and feedback and improving their own work and that of their peers
- **Leadership Team** monitoring of feedback strategies

Supply Teachers and Trainee Teachers are required to follow the policy

*How children's work is received and marked, and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.*

## Feedback Guidance for teachers:

### Teacher Feedback is only effective if:

- It informs both the child and the teacher of what has been achieved and what needs to happen next
- It informs the teacher of learning needs which can be incorporated into future planning
- Teachers' handwriting is legible and understandable as a model for the child and in a contrasting colour to the child's work where written feedback is given
- Not every incorrect spelling is corrected by the teacher, but persistent errors/high frequency words should be commented on and incorporated into the planning.
- Children are given time to complete reflection tasks (using their purple pen)
- Effort is acknowledged alongside achievement
- Any 'coding' or short-hand marking (e.g. initialling work to acknowledge it) should be consistent across the whole school (see appendix)
- Sensitivity is always shown towards the children's work and their feelings about it and positive comments used wherever possible.
- Developmental comments are followed by a suggestion or reminder for improvement in the next piece of work.
- It is often personalised using a child's name in a written comment
- Work is shared with the whole class or with a focus group to show good practice and where practice needs to improve and this also compliments the individual during class conferencing

### Marking at a distance

- Can children read your comments where written feedback has been used?
- Can they understand your comments?
- Do you allow time for them to read/understand your feedback?
- Do you allow time for 'purple pen reflection time' before moving on to the next activity or do you expect the children or be able to transfer your improvement suggestions to another piece of work in a new context?

### Marking and feedback by teachers should take some of the following forms, as appropriate to the work:

- Comments may form the basis of a discussion between teacher and child, e.g. reviewing targets set
- Comments may be oral or written, formal or informal
- Comments may be given on a class, group or individual basis
- Feedback should be related directly to the learning objective / success criteria (green /pink/ purple pens to be used for marking)
- Staff use agreed symbols. These symbols are shared with the children and displayed in the classroom.
- Symbols are available for Peer Assessment/Self-Assessment/Verbal Feedback
- Positive comments and guidance is always used to move their learning forward
- Verbal feedback to be acknowledged in books (using a symbol)
- The amount of support given to a pupil is denoted as S (Supported)

*Marking is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions. Written reflections can pull down the quality of articulation of the learning.*

## Verbal Feedback

Verbal feedback can promote a quicker pupil response as it is much more instantaneous. This type of feedback is usually interactive and developmental. It may give reassurance or a quick check on progress.

The impact of teacher feedback will be seen in a child's response in moving on to the next learning step. It may take the form of a learning/reading conference or review.

## Type of Feedback

- Individual oral feedback
- Whole class oral feedback
- Group oral feedback
- Work ticked or initialed
- Closed exercises (e.g. exercises or questions requiring ticks or crosses) marked by the child while the teacher goes through each question
- Quality marking by teacher
- Quality marking by children
- Test marking for application learning intentions
- Marking errors
- Marking against the child's target (BTK)

# Subject Specific Marking

## Detailed marking Principles

Teachers should also be conscious of checking the quality of peer and self-assessments made by children.

In each subject area

- All Maths and English will be marked daily: self and peer assessment marking will be used for the remainder
- Acknowledgement marking used as appropriate

### Mathematics

The purpose of marking is primarily diagnostic. It will inform the day-to-day planning for the teacher. It will communicate to the child whether or not the pupil is successful and will act as a motivator.

For Maths, there should be a fair balance of teacher and child marking/feedback (see below).

### Errors and Misconceptions

Errors and misconceptions should be marked differently using different strategies. Errors with a . misconceptions dealt with by teacher/adult individually/group/ class and inform planning process for the next session. These are identified with R (Revisited)

### Formative Assessments

Undertaken before/at the start of a new unit of work to assess current understanding  
Undertaken at the end of a unit of learning (with an adequate gap) to assess understanding

### FS/KS1

Consolidation questions/challenge questions may be provided as appropriate



Misconceptions are addressed in the lessons/other times during the school day with the teacher or an adult

### **KS2**

Misconceptions can be addressed as a whole class/group or individually. Maths “clinics” during the day can be used to provide extra opportunities for small group/individual support with the teacher or TA. These are identified with R (Revisited)  
Consolidation questions/challenge questions may be provided as appropriate.

### **English**

For English, marking should inform the day-to-day planning and teaching for the teacher. The marking should show the teacher what specific barriers children are still facing, which are to then be modelled/addressed in the following lesson.

Learning objectives should be **simple with the learning as the objective**, not the outcome. E.g. ‘to use fronted adverbials to show time in a narrative’ rather than ‘to write a narrative’.

Success criteria should be the **steps needed to meet the learning objective**. These should not be overly detailed so as to support pupils with independence and reduce cognitive load.

#### Errors and misconceptions:

Spelling/grammatical errors should be addressed by teachers in a pink pen, using the marking policy. Children should be given reflection time to amend the errors/practise the skill where necessary in a purple pen. For wider errors/misconceptions that are noticed, these should be dealt with by teacher/adult either individually or as a group/class and inform planning process for the next session. These are identified with R (Revisited).

#### Feedback:

In the case of all children, feedback needs to be given at the most appropriate time.

#### F2/KS1/KS2

Comments can be made verbally or in written form to communicate their message (see marking policy)

#### KS1/F2

Focus on transcription (spelling, handwriting and punctuation) will be the feedback priority

#### KS2

Knowledge of audience/genre and content is the focus for feedback  
Children will acknowledge improvement prompts by initialling and/ or acting on the prompt  
Purple pen for edits in books to show children’s action following feedback.

Children should be encouraged, where possible to write independently.

Writing is not independent if it has been:

- modelled or heavily scaffolded
- copied or paraphrased (from the board/sheets)
- edited as a result of direct intervention by a teacher or other adult, for example when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct
- supported by detailed success criteria that specifically direct pupils as to what to include, or where to include it, in their writing, such as directing them to include specific vocabulary, grammatical features, or punctuation

#### **Key Stage 2 and 1 Assessments**

*Y6 KS2 assessment guidance for Writing needs to be followed in terms of the expectations for pupil independent writing*

*Y2 KSI assessment guidance for Writing needs to be followed in terms of the expectations for pupil independent writing*

### **Science**

Marking of Science work is also primarily diagnostic. Throughout lessons, feedback opportunities are planned into sessions so that children have continuous access to constructive feedback to aid their progression in science. At the end of each lesson, when the work recorded in science books is marked, teachers highlight the conceptual understanding and working scientifically skills to showcase their teacher assessment of each child's understanding. On occasions where support has been given to a child within the lesson, this is also indicated with the symbols outlined in the whole school assessment policy.

The correct use of scientific vocabulary is also a key part of marking in pupils' work – incorrect spellings of scientific vocabulary expected to be spelt correctly for most children for that unit of work will be identified as part of the marking process.

### **Geography, History, RE**

Throughout lessons, feedback opportunities are planned into sessions so that children have continuous access to constructive feedback to aid their progression in these subjects. At the end of each lesson, when the work recorded in books is marked, teachers highlight the skill on the learning objective to showcase their teacher assessment of each child's understanding. On occasions where support has been given to a child within the lesson, this is also indicated with the symbols outlined in the whole school assessment policy.

Peer and Self-assessment will be developed when giving oral/written feedback.

### **Computing**

Throughout lessons, feedback opportunities are planned into sessions so that children have continuous access to constructive feedback to aid their progression in these subjects. At the end of each lesson, when the work recorded in books is marked,

teachers highlight the learning objectives (phrased as a question) on the learning objective to showcase their teacher assessment of each child's understanding. On occasions where support has been given to a child within the lesson, this is also indicated with the symbols outlined in the whole school assessment policy.

Peer and Self-assessment will be developed when giving oral/written feedback. (TBC)

### **Design Technology and Art**

In these subjects, feedback should be specific to knowledge, skills and understanding highlighted in a unit of work. Throughout lessons, feedback opportunities are planned into sessions so that children have continuous access to constructive feedback to aid their progression in these subjects. Focussed feedback should be related to the objectives. At the end of each lesson, when the work recorded in books or folders is marked, teachers highlight the skill on the learning objective to showcase their teacher assessment of each child's understanding.

Peer and Self-assessment will be developed when giving oral/written feedback

### **Music PE**

In these subjects, oral feedback plays a central role. Concepts taught will be evidenced in planning and form the focus of the feedback given.

Peer and Self-assessment will be developed when giving oral/written feedback

### **Modern Foreign Languages (KS2 only)**

Throughout lessons, feedback opportunities are planned into sessions so that children have continuous access to constructive feedback to aid their progression in MFL. Dependent on the lesson focus, oral feedback plays a central role in most of the feedback given to children. At the end of each lesson, if the work recorded is in MFL books, teachers highlight the learning objective (phrased as a question) to showcase their teacher assessment of each child's understanding. On occasions where support has been given to a child within the lesson, this is also indicated with the symbols outlined in the whole school assessment policy.

### **RHE**

For each unit of work, endpoints and critical knowledge are used by teachers to assess the children through their responses in verbal discussions.

When examples of work completed by the children are evidenced in books, the learning objective (phrased as a question) is highlighted to show the child's understanding.

## **Peer and Self-Assessment Strategies**

Self-marking/evaluation against shared learning intentions/agreed criteria can help empower a child to realise his or her own learning needs and to have control over future targets.

*Peer and self-assessment are not replacements for teacher marking and feedback. They are additional forms of assessment which engage children in becoming self-critical and independent.*

### **Purposes of Peer and self-assessment**

- Peer and self-assessments allow children to be engaged in a greater understanding of their progress in learning
- It helps pupils identify the next steps in their learning that can be used in addition to oral and written feedback from teachers and support assistants.
- Children are involved in the analysis and constructive criticism of their own work against the learning intention. Use of Success criteria grids to support both peer and self-assessment
- Increase ability to empathise
- Learn to become self-critical in a positive way
- To use self-evaluation so that reflection, pride in successes, modification and improvement become a natural part of the process of learning
- Staff are encouraged to use a variety of these strategies as appropriate in all lessons
- Peer Assessment is shown by research to be one of the most effective modes of feedback, and peer to peer interaction has been shown to be one of the things students have most missed in recent months. Effective peer feedback is rigorously structured and modelled by the teacher; Dialogue needs to be purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and builds on prior subject knowledge (EEF Metacognition and Self-Regulated Learning Guidance Report)
- Children should be supported to peer and self-assess. Prior to peer assessment, class agreements will be drawn up so children are aware of the expectations.

### **Monitoring:**

- Marking and feedback will be monitored by senior leaders, subject leaders, peer discussions through taking in samples of books and through lesson observations.
- This policy will be reviewed throughout in relation to ongoing action research

The following are types of feedback used at Ecclesfield:


**Data Protection Statement:** The information gathered will be used solely for the purpose of feedback and pupil progress




Only be held by class teachers

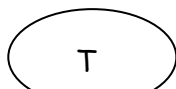
- accessible to relevant school staff
- Be used to update our records.
- Be transferred when a child moves to a new setting

## Our marking @ Ecclesfield

"√"	"."	<b>MP</b>
correct	Incorrect/ error to be corrected	More practice needed

<b>Λ</b>	<b>SP</b>	<b>//</b>		<b>R</b> <b>4.7.2018</b>
Word or letter missing	Check spelling	New paragraph	Verbal Feedback given	Revisited due to misconceptions

		<b>xx xx</b>		
Use a better word/phrase		This section does not make sense	Something is missing	Green highlight: Something you have done brilliantly

	<b>PA</b>	<b>SA</b>		<b>Something in pink pen</b>
	<b>PA-</b> Peer assessments	<b>SA-</b> Self assessments	Target met	an area for improvement

**I** for independent work

**S** for supported work "**ST**" for teacher, "**STA**" Supported TA

**P** for paired or collaborative work

**"Intervention"** used to indicate why a child has not completed an activity if appropriate

## References



EEF\_Marking\_Review  
\_April\_2016.pdf



EEF\_Metacognition\_  
and\_self-regulated\_l

Inside the Black Box Black and Wiliam

Excellence and Enjoyment Assessment for Learning DFES 0521-2004 G

Teacher Feedback to Improve Pupil Learning, Guidance Report EEF:

[https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher\\_Feedback\\_to\\_Improve\\_Pupil\\_Learning.pdf?v=1678281741](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1678281741)