



Oak View Academy  
Believe, Expect, Succeed

## Feedback Policy

### **Aims:**

Marking is an integral part of the learning process. We aim to provide a system of marking that is consistent and continuous across each stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. In order to develop the resilience of learners the feedback provided is a balance of positive comments and clear next steps. Oral and written feedback are both important elements of effective feedback.

The Policy takes into account the 3 M's of effective feedback;

- **Manageable** - the feedback policy isn't a burden on time and enhances learning by considering the frequency and complexity of written feedback.
- **Meaningful** - feedback varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers use a balanced approach and are trusted to incorporate the outcomes into subsequent planning and teaching.
- **Motivating:** feedback helps motivate pupils to progress. There is no requirement for always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

### **Types of feedback**

A range of strategies are to be used to promote progress. These need to be evident when reviewing units of work. Ultimately any feedback that is given to pupils needs to be **TIMELY** and have **IMPACT** on their learning and enable them to make **PROGRESS**.

- **Acknowledgement marking** – pupils like recognition for the work they have done. Acknowledgement marking consists of a tick or a simple comment acknowledging learning completed or achieving a target.
- **In depth marking** – marking by the teacher that highlights success and directs learners to next steps.
- **Self- assessment** - where appropriate, children should be given opportunities to check and improve their work during the lesson using **green pen**. They should be able to demonstrate what they have done well and what they need to do next. This should be linked to the learning objective, any success criteria and/or the children's individual targets.
- **Editing to improve** – learners have the opportunity to improve their work by correcting spellings, punctuation errors. Learners use **green pen** when editing to improve.
- **Verbal feedback** – direct feedback during the lesson is a vital element of providing feedback and is seen to enable learners to make progress. Pupil voice and lesson observations will be used to determine the impact of verbal feedback.
- **Addressing misconceptions and errors** – learners have the opportunity to correct errors e.g *correcting punctuation and spellings* and address misconceptions e.g *always adding a 0 when multiplying by 10*.

### Use of Marking Labels

An effective way to promote progress, challenge and provide clear targets is through the use of meaningful marking labels. If a common misconception is identified, the subsequent marking label should be used to direct learners to this. E.g. Inaccurate use of the past tense. Marking labels need to take into account prior learning and should be used as a vehicle to promote progress for all learners.

**English/Reading / Science/Topic** - The following features need to be evident on a marking label

- Date
- A learning focus
- Learning prompts (visuals, word lists, sentence openers, feedback from prior learning etc)
- Code I – independent, S –supported, VF – verbal feedback
- Motivational comments
- A challenge

### Example of a marking label for KS2 English

30.04.19	LO: To innovate the opening paragraph	I	S	VF
<u>Today's focus:</u>				
<i>Use of synonyms for said. Synonyms are alternative words for common words.</i>				
<u>Learning prompt:</u> Synonyms for said. Add your own to the table				
whispered	shouted			
muttered	replied			

Challenge: Use show not tell.

16.01.19	LO: To write about events in the past.	I	S	VF														
<u>Today's focus:</u> To use the correct verb tense. Complete the table and use it to help you.																		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="padding: 5px;">Present</th> <th style="padding: 5px;">Past</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">go</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">find</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">sat</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">broke</td> </tr> <tr> <td style="padding: 5px;">walk</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table>	Present	Past	go		find			sat		broke	walk						
Present	Past																	
go																		
find																		
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<u>Challenge</u> - Use of questions to engage the reader.																		

### Example of KS1 Marking Label

<p>Tuesday 2<sup>nd</sup> July 2019. L.O: To describe the Mary Poppins portal and world.</p> <p>Focus: To include adjectives.</p> <p>Challenge: Explain why you like or dislike the Mary Poppins world giving reasons.</p>											
											
A B C	□	●	□	LF	□	☞	□	SP	□	👓	□

To support learners in KS1 to access feedback a selection of marking symbols can be used. The box is ticked to indicate a target achieved or it is a next step.

A B C <input type="checkbox"/>	● <input type="checkbox"/>	LF <input type="checkbox"/>	 <input type="checkbox"/>	SP <input type="checkbox"/>	 <input type="checkbox"/>
<b>Capital Letters</b>	<b>Full stops</b>	<b>Letter formation</b>	<b>Finger Spaces</b>	<b>Spellings</b>	<b>Check work</b>

### Marking Labels for Maths

The following features need to be evident on a marking label;

- Date
- Learning Objective
- Stem sentence that supports the learner and learning process.

5.6.19	LO: To be able to tell the time.	I	S	VF
<u>Stem sentence:</u> The short hand tells you the <i>hour</i> . The long hand tells you the <i>minutes</i> .				

### What we expect to see when reviewing books

There is no expectation for daily in-depth marking, it is up to the professional judgement of the class teacher. Book sampling can be used to determine next steps for the class. However, over the course of a unit of work or during a half term there should be evidence of a balance of the different types of marking;

<b>English/Reading/Science</b>	<p>Over a course of a unit of work the expectation would be to see a balance of;</p> <ul style="list-style-type: none"> <li>• Acknowledgement marking.</li> <li>• Some in-depth marking that enables learners to celebrate success and show awareness of next steps.</li> <li>• Marking labels that support, assist and promote progress and take into account prior learning.</li> <li>• Opportunities for self-assessment following verbal feedback</li> <li>• Margin marking (<b>sp,p,g</b>) to support editing to improve own writing e.g. correcting punctuation errors, correcting spellings, improving written work.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• A balance of acknowledgement marking and next step marking.</li> <li>• Recognition of achieving a next step.</li> <li>• Evidence of questioning to deepen understanding and clarify reasoning.</li> <li>• Marking labels that support and assist learning</li> <li>• Peer to peer marking</li> <li>• Opportunities for self-assessment following verbal feedback</li> <li>• Use of <b>sp</b> to correct spellings</li> </ul>

<b>Topic</b>	<ul style="list-style-type: none"><li>• Evidence of acknowledgement marking and celebration of achieving a next step.</li><li>• Editing to improve own writing e.g. correcting punctuation errors, correcting spellings, improving written work.</li><li>• Opportunities for self-assessment following verbal feedback.</li><li>• Marking labels that support and assist learning and take into account prior learning.</li></ul> <p>At the end of a unit of work a <b>brief</b> summary from the teacher focusing on achievements and next steps for subsequent topic work.</p>
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This feedback policy is the outcome of a Research Project devised and trialled by staff during 2018-19.

Written: July 2019

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Reviewed: September 2020

Next review: September 2021