Croydon High School GDST
Junior School Feedback Policy

Responsibility for review: Deputy Head of Junior School
Last Review: September 2023
Next Review: September 2024

At Croydon High Junior School, 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. The core purpose of feedback is to move learning forward. It should encourage pupil progress, rather than being used for accountability or for monitoring purposes.

We are mindful also of the research surrounding effective feedback and the workload implications of written marking. This policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. 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
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on pupils to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Feedback can:
- focus on different *content*;
- be delivered using different *methods;*
- be directed to different *people*; and
- be delivered at different *times*.

EEF 2021

At Croydon High Junior School, we recognise that before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. (See Junior Assessment policy)

"High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address)." EEF 2021

Learning Intentions and Success Criteria:

Establishing and sharing the learning intention provides the teacher and pupil with a shared understanding of the 'concept of quality' that they are aiming for. Feedback can then be used to move pupils towards this concept. Every lesson should involve the sharing of the learning intention or aim. In KS2 this forms the title of most pieces of work recorded in books. Success criteria can be used by pupils for self/peer assessment and by teachers to assess the effectiveness of a piece of work. This provides both teachers and pupils with feedback in relation to the learning intention and identifies next steps. All lessons should include an example of what success could look like in relation to the learning intention. Examples could include modelled exemplars, checklists, menus etc.

A Culture of Error

Based on the work of Doug Lemov, at Croydon High Junior School we work to create a culture of error where mistakes are recognised as a key part of the learning process. We believe it is of great importance to establish an atmosphere of safe risk-taking, to show that making mistakes is the norm, and to efface as much self-consciousness as possible in the classroom. This culture involves 3 stages: expecting errors from pupils, withholding answers and praising risk-taking. At Croydon High Junior School, pupils are compelled to discuss mistakes and enthusiastically search for solutions. Pupils are encouraged to address misconceptions instead of simply being told, "No, that's wrong". These example phrases were created by staff and their use encouraged.

Feedback can be delivered at different times and using different methods

It is important to note that all pupils will receive feedback on their learning, but the method chosen is at the discretion of the teacher. All feedback is evidenced through the use of purple polishing pens, and it should be clear from the pupil's edits what the feedback was (in the absence of a written next step). Any 'marking' by teachers is done in green pen and actioned by pupils in purple.

Within all types of feedback, pupils should be actively involved in the feedback process and respond to any feedback (either verbal or written) in a purple pen. Feedback is only useful if it is acted upon by the pupil and if teachers provide opportunities for the feedback to be used. Only then will the feedback loop be closed so that pupil learning can progress.

Feedback occurs at one of the three common stages in the learning process:
1. Immediate feedback – at the point of teaching (live marking)
2. Summary feedback – at the end of a lesson or task.
3. Review feedback – away from the point of teaching (including written comments).

See Appendix 1

Live Marking and Verbal Feedback

Live marking may involve the teacher moving around the room throughout the lesson, reviewing work and giving feedback, writing in books if necessary. It involves pupils responding to the feedback using a purple pen. It may involve teachers using their AFL in mini plenaries and then regrouping pupils within the lesson, working more closely to deliver more specific feedback in relation to the learning intention/success criteria. It may

also involve live marking a piece of work as a class against the success criteria. The evidence that verbal feedback has taken place comes through the use of purple polishing pens. Pupils respond to the feedback and make any edits/corrections in purple.

Written Marking
At Croydon High Junior School, we recognise that there are times when written feedback may be the best way to provide feedback, especially if verbal feedback has not been possible or appropriate.

Teachers will review all book at the end of a lesson. They will place books in piles depending on the outcome. If many pupils require the same feedback, teachers will consider whether writing the same comment for multiple pupils is appropriate and may consider re-teaching or delivering group verbal feedback instead.

For some pupils, indication as to whether they have completed a piece of work independently or with support may be appropriate. Please note, this is not for all pupils. If a pupil has been supported to complete a piece of work (including shared writing) this may be indicated by an S in green next to the learning objective. If a pupil has worked independently, this will be indicated by a capital I in green next to the learning objective.

Teachers mark work in green pen. There are no requirements for teachers to make a general comment about the work being marked e.g Well done, this is an excellent story or Great work – you can find fractions of amounts. However, teachers can use their discretion and include comments like this, or indicate areas of strength if it is appropriate for specific pupils.

Teachers should carefully consider what the next steps or actions are for a pupil when marking a piece of work, particularly in writing. They should include details of next steps and actions at the end of a piece of work. This should be indicated by a horizontal arrow and then a description of the action. See English/Maths sections for examples.

Maths
The vast majority of work should be marked by the pupil in purple pen within the lesson. This can take a variety of formats (e.g. answer sheets, calculators) but should be structured to ensure that misconceptions do not become embedded.

• In KS2, any errors that a pupil identifies should be corrected in purple pen and the error should be explained in word by the pupil e.g.: 'I forgot to do my re-grouping' or 'When I added 7+8 I thought it made 16'.
• Teachers should use lesson time for real time marking as appropriate and this should be done in green pen.
• All work should be reviewed on a daily basis, either in the lesson or afterwards.
• Teachers may use whole class or group feedback after reviewing books.
• There will be times when teachers give individual, written next steps after reviewing – this needs to be responded to by the pupil in purple pen at the start of the next lesson. It is important to note that the next step in Maths is often the next lesson. Any next step in Maths therefore may be targeted at those pupils who may not yet be secure, and you need further

confirmation of their understanding or if you feel they have not achieved the learning objective.

The next step will often take the form of an action or question and should be focused on pupils demonstrating their knowledge and understanding of the objective that has been taught.

For example:

⍰ Explain why the answer is 7 in question 2.

⍰ How do you know you have found all possible answers in Q6?

English
- All pieces of writing will be assessed in some way – self, peer or teacher.
- When writing at length, verbal feedback/live marking may not be appropriate and work will therefore need reviewing at the end of the lesson and a written next step identified. This can be one or two actions.
- Spellings – teachers should select a maximum of 3 misspelt words within a piece of written work and write these at the end of a piece of work for the pupil to correct. Pupils should write the correct spelling 3 times.
- Missing punctuation should not be added by the teacher but should be actioned by the pupil following verbal or written feedback.
- Examples of written next steps:

⍰Add capital letters for proper nouns

⍰ Check tenses in the 4ᵗʰ paragraph

⍰ Re-write the introduction of your newspaper report to ensure you have included the answers to the 5 W questions.

Codes
The use of codes for written marking can be used by teachers to give timely feedback to pupils.

SP – spelling mistake
// new paragraph needed
P at the start of the line shows missing punctuation on that line
? indicates lack of grammatical sense
I – worked independently
S – supported or shared work

Whole Class Feedback
This is used when similar feedback can be given to the whole class: a common misconception or shared next step.
- Whole class feedback is also helpful to model the feedback process and support self- and peer-assessment.
- Marking one piece of pupils' work as a group/class also teaches particular points at the same time.

- Another strategy is to show two pieces of work with the same title and discuss their differences.
- After this, pupils then mark against a checklist (written or oral) of requirements such as features of a genre or a good descriptive sentence.

Feedback on Homework and on Computing Tasks

Throughout the Junior school, homework is set using Google Classroom. In Computing lessons, some work may also be set using this platform. Feedback should be given to pupils about their homework, and this can take many forms. Written comments on Google Classroom can be typed or a voice note recorded. Teachers may wish to give verbal feedback to an individual about their homework or classwork too.

Presentation of Work

It is important that pupils be encouraged to present their work with care, taking into account their ages and abilities. They should be inspired to feel proud of their achievements. To encourage good presentation these guidelines should be followed:
- All work should be dated. This should be the short date for Maths and long date for all other subjects
- Where appropriate, the learning intention should be written. Sometimes this will be written on the board and sometimes it will be given orally, particularly for younger pupils.
- The use of rubbers should be limited across all key stages and only used if necessary. A simple ruled line through an error followed by the correction is preferable.
- Written work should be completed using cursive writing as early as possible and in blue pen (not ballpoint). A pencil should be used in Maths.
- Pupils should respond to feedback in a purple pen. They may use an * and re-write in a place with more space.
- It is the responsibility of all teachers to reinforce the school English policy and to encourage the development of a fluent cursive handwriting style.
- When answering questions or working from a textbook, the page should be recorded.

Appendix 1

Type	What it looks like
Immediate	- Takes place in lessons with individuals or small groups – live marking. - Often given verbally to pupils for immediate action. Teachers indicate the error or mistake and pupils correct it in a purple pen. - Includes teachers gathering feedback from teaching, including carpet work, mini whiteboards, starter questions etc. - May involve the use of support staff to provide support or further challenge. - May re-direct the focus of teaching or the task. - May involve pupils identifying mistakes and self-correcting. In KS2 Maths, this may also involve pupils writing an explanation of their error. - May involve pupils self-marking part way through a lesson. - May involve teachers using pupils' work as examples to share misconceptions/celebrate successes.
Summary	- Takes place at the end of a lesson or activity. - Often involves whole groups or classes. - Provides an opportunity for evaluation of learning in the lesson. - May take the form of self or peer assessment against the success criteria. It may include pupils identifying examples of the success criteria in their work. - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.
Review	- Takes place away from the point of teaching. - May involve written comments for pupils to read/respond to. - May involve whole class feedback, followed by editing/reteaching a concept. - May involve pupils correcting errors and editing their work. - It may involve 1:1 or small group conferencing to deliver verbal feedback. - Identifying common errors so you can give review feedback as whole class feedback at the beginning of a future lesson. - Provides teachers with opportunities for assessment of understanding. - Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. - May lead to targets being set for pupils' future attention or immediate action.