



Elmhurst School

Feedback (and Marking) Policy

Approved by: Local Governing Board

Date: January 2024

Last reviewed on: January 2024

Next review due by: January 2027

Feedback Policy

School Values & Mission Statement

At Elmhurst, we 'Aspire, Create and Think' and these values underpin our feedback policy.

- Aspire: Limitless potential is possible for all learners; aim high and achieve your dreams; compete with the best and be the leaders of the future.
- Create: Creativity is key in the ever-changing world; adapt and be creative in all areas of your life.
- Think: Being thoughtful. Being creative thinkers and problem-solvers.

Policy Statement

At Elmhurst School we believe a successful feedback policy will contribute to all learners being active participants in their learning and to the raising of standards. It will also:

- Ensure continuity and consistency in our approach to the learner's work.
- Make expectations clear to learners and teachers.
- Help in assessment, both formal and informal, of pupil progress.
- Provide a model that learners can use themselves when assessing their own work.

Aims of the Policy

- To ensure staff are equipped to advance pupil progress and outcomes.
- To enable staff to develop good adult-pupil relationships.
- To raise pupil's self-esteem.
- To ensure marking is meaningful, manageable and motivating.

Key Principles

- The sole focus of feedback should be to further learning.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback should empower learners to take responsibility for improving their own work. Adults should not take this responsibility away by doing the hard-thinking for the learner.
- Learners should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to learners in lessons, allowing them to make good progress.

To provide effective feedback to learners that:

- Redirects or refocuses the teacher's or learner's actions to achieve a goal.
- Is specific, accurate and clear.
- Encourages and supports further effort.
- Puts the onus on the learner to correct their own mistakes, rather than providing the correct answers for them.
- Alerts the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Marking is a small part of feedback and should be **meaningful, manageable and motivating**.

Providing Feedback to Learners

At Elmhurst, we believe that pupils make the most gains in lessons when feedback is immediate and misconceptions are addressed at the point of learning. Therefore, we have adapted an 'in the moment feedback' approach.

Throughout independent learning stages of a lesson, the teacher and learning support assistants will use their time to support and guide individuals or groups of learners as errors occur or further challenge is required. This may lead to fluidity in groupings within lessons so that the needs of all learners are met.

Rapid and responsive interventions may also be used and could be delivered by the SLT, teachers or learning support assistants. These may take the form of a pre-teach, in-lesson intervention and/or post-lesson intervention.

Marking may take place at this time too - showing the learners the successes they have achieved and giving extra direction to support or extend learners.

Feedback Strategies

Teachers use a range of assessment for learning strategies within their class e.g. Talk Partners, no hands up, lollipop sticks, diagnostic questioning, ABC questioning etc. to ensure that all pupils are involved in the feedback process.

Where relevant we use 'cold' or pre-learning tasks at the beginning of a unit of work to help assess learner's understanding without any teaching. This helps to inform our planning. At the end of a unit of work, success criteria are used as part of a 'hot' task. This helps learners to apply what they have learnt over the unit into their final showcase piece.

Marking

At Elmhurst School **EVERY** piece of work will be read and acknowledged, however, due to 'in the moment feedback' that has been given, there is no expectation for lengthy written feedback in books. A lengthy next step comment is not necessary as misconceptions will be addressed in the next lesson; however short next steps for individuals are given where necessary and appropriate.

However, basic skills errors must be marked and children should be given time to polish their work using a red polishing pen. In addition, regular written praise to highlight significant achievements should be included in books to help learners identify when they are making significant gains in their learning.

- Adults mark in green pen and share written successes in this colour.
- The adult marking the work writes their initial next to the LO unless they are the usual class teacher.
- All marking is to be completed in clear legible hand.
- Learner's corrections and/or reflections are written in red polishing pens.

Immediate feedback takes the following form:

- 1) **Step 1 | Underline the Crime** - If staff notice an error in a child's work they should underline the error and leave the child to attempt to self-correct the error. When circling back around staff will check that the error has been accurately addressed and if it hasn't will provide further guidance and teaching, if it has it will be ticked.
- 2) **Step 2 | Spot the Dot** - When children can successfully self-correct through Step 1, they will move onto this stage. Dots will be placed in the margin for the corresponding line/mathematical problem. The number of dots will indicate the number of errors made. Pupils will then correct these errors. Once corrected, staff will change these dots into ticks to indicate a child has successfully edited their work.

- 3) **Step 3 | Perfect the Paragraph** (KS2 Only) – When children can successfully self-correct through step 1 and 2, they will move on to this stage in subjects involving written work. A number will be written in the margin next to a paragraph and children will need to correctly identify the corresponding number of errors and address these. This will then be ticked once addressed.

Immediate in the moment marking should be pitched to the individual child. It should identify age-appropriate mistakes that need to be correct in order for the child to move on.

Whole Class Feedback

Whilst looking at books at the end of the lesson, teachers will make notes on the key messages to feedback to children at the start of the next lesson using the Whole Class Feedback proforma (Appendix 1). This will be completed at the discretion of the teacher where it will have the most impact. This can then feed into the next lesson and, using a visualiser, can be a useful tool to address misconceptions and model techniques such as editing. Modelling may occur at any stage of the lesson to address deep rooted misconceptions, clear up confusion or provide further scaffolding.

Drafting, Editing and Re-drafting

We have high expectations for the learners' work and part of this process includes drafting, editing and re-drafting work so that learners produce their very best. We have adopted Jonathan Lear's Guerrilla Curriculum (see Curriculum Policy) and have built time into the curriculum to allow learners to improve their work. This is completed in red polishing pen.

Peer Feedback

At Elmhurst our learners are developing peer feedback using ideas taken from Jonathan Lear's 'The Monkey Proof Box'. Peer feedback should be:

- Kind
- Specific
- Helpful

Peer feedback is modelled on warm and cool feedback phrases. Learners should be confident at using warm feedback phrases prior to developing cool feedback phrases.

Warm Feedback Phrases

In 2YOs & Nursery:

- Instead of 'What an amazing picture' replace with 'What an amazing picture – what a great start!'.

Learners at this age would not be expected to redraft their work. However, this use of language embeds the subconscious understanding with our youngest learners that there are always improvements to be made.

In Reception, KS1 & KS2:

The following stock phrases are used to model what we want the learners to replicate:

- I really like the way...
- What jumped out was...
- My favourite part is...
- My eye was drawn to...

Add examples to make the feedback specific e.g. 'My eye was drawn to the adjectives used e.g. "sinister" and "menacing".'

Cool Feedback Phrases

These should be developed with learners after they are confident at using warm feedback phrases.

- Could you...?
- Why don't you try...?
- A good idea would be...?
- Have you considered...?
- Have you thought of...?

Appendix 1: Whole Class Feedback Sheet

Elmhurst School - Whole Class Feedback Sheet

Date:

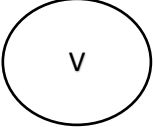
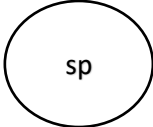
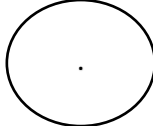
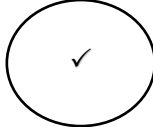
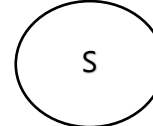
LO:

Work to Praise and Share	Needs Further Support
Presentation Notes	Basic Skills Errors
Misconceptions and Next Lesson Notes	

Appendix 2: Exemplar Critique & Rubric Statements

See Jonathan Lear's 'The Monkey Proof Box' Chapter 7 – copies available in the Co-Headteacher's Office.

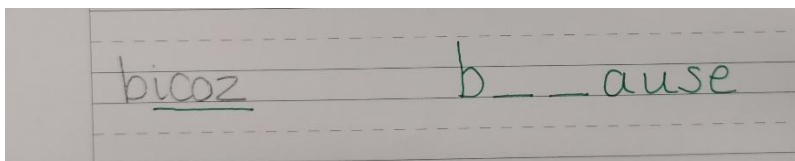
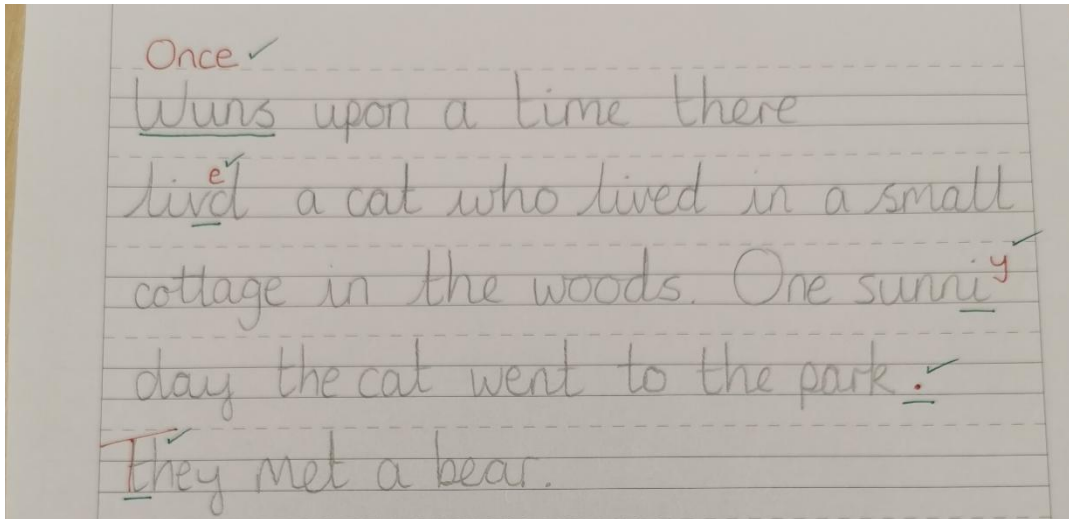
Appendix 3: Marking Codes

	Verbal Feedback - an adult has spoken to the child and discussed their learning and next steps with them.
	Spelling Error – children should be taught to look out for these and to correct these spellings. These may appear next to the incorrect spelling or at the bottom of the page. UKS2 - This should be corrected next to the incorrect spelling and pupils should use a dictionary to check on this. LKS2 and KS1 – Children should do this at the bottom of the page and should copy the word out three times. Teachers should provide the child with the correct spelling if it is a spelling which is ambitious/has not been taught. Children should be expected to do this independently if the word has been taught, is a high frequency word or is a word pupils’ are expected to be able to spell at this age.
	Dot – the error has been identified by a teacher/LSA for the child to correct.
	Tick – the error has been corrected accurately, it has been read by the teacher/LSA.
	Support – the child has been supported to complete this piece of work by either a LSA or a Teacher.
Supply	Supply Teacher – if there is a supply teacher in school, they should mark the work in accordance with the above guidance and write ‘Supply’ at the top of the piece of work, next to the Learning Objective.

Appendix 4: Marking Examples

Step 1 | Underline the Crime

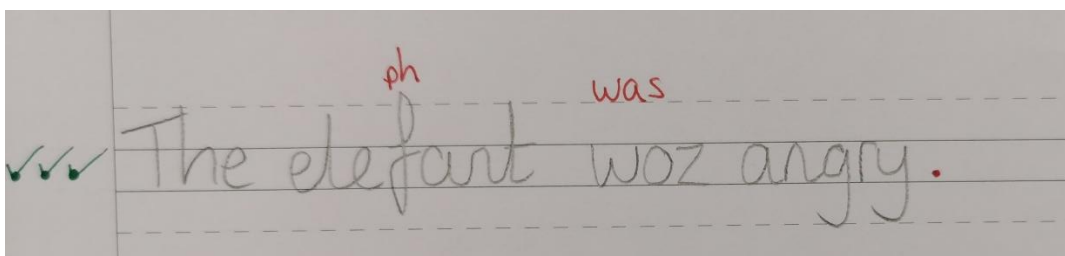
- Underline the errors. This may start with specific parts of a word to scaffold to the child but may also be a whole word if this is a key word or more appropriately challenging for the child.
- Child corrects errors using red polishing pen.
- Adult ticks to indicate corrections accurate.



In the above example the word 'because' is scaffolded for a child to be able to recognise the key sounds. The correct spelling of this key word is not merely given to the child.

Step 2 | Spot the Dot

- Number of dots in margin corresponding to number of errors.
- Child corrects errors using red polishing pen.
- Adult ticks dots to indicate corrections accurate.



In the above example you may decide to give the spelling elephant to the child and just identify two errors to be correct. The children should be expected the children to fix 'woz' and the full stop. This would depend on the individual child and their age and stage.

Once
✓ Wuns upon a time there
✓ lived a cat who lived in a small
✓ cottage in the woods. One sunni^y
✓ day the cat went to the park.
✓ They met a bear.

Dear Mother,
✓ It is with all my soul that I am writting^{writing} this
✓ letter to you. I beg you to take me ~~back~~^{back} to my
true home. Although I understand that this
✓ was to protect me from ~~my~~ danger, I must ~~tell~~^{ask}
✓ you to rethink this ~~decision~~^{decision} and return me back
to the place I love.

Step 3 | Perfect the Paragraph

- Number in the margin to correspond to number of errors.
- Child corrects errors using red polishing pen.
- Adult ticks to indicate corrections accurate.

⑤ Dear Mother,
It is with all my soul that I am writting^{writing} this
letter to you. I beg you to take me ~~back~~^{back} to my
true home. Although I understand that this
was to protect me from ~~my~~ danger, I must ~~tell~~^{ask}
you to rethink this ~~decision~~^{decision} and return me back
to the place I love.