

# Ash Grove Academy

---



Belgrave Road  
Macclesfield  
Cheshire  
SK11 7TF

## Policy for Feedback

Drafted and Agreed by  
Ash Grove Academy Teachers  
September 2019

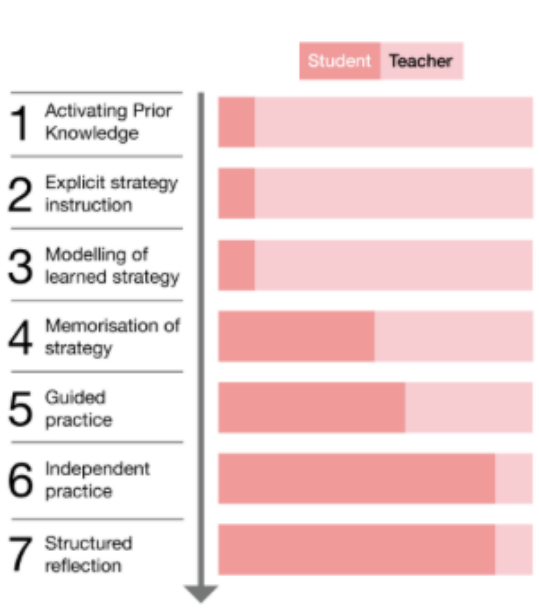
## Policy for Feedback

At Ash Grove Academy, we believe feedback should provide constructive advice to every child, focusing on success and improvement in relation to learning intentions and outcomes. Feedback enables children to become reflective learners and helps them to close the gap between current and desired performance.

Feedback should be formative, effective, and reflective and close the gap between the work they have completed originally and a deeper level of learning.

Teachers' feedback, both written and verbal, must impact on pupil progress. The only purpose of feedback is to enable pupils to respond and improve outcomes.

**The EEF guide to Metacognition and Child Self-regulated Learning** underpins the Ash Grove approach to marking and feedback. Specifically, children are explicitly taught how to organise and effectively manage their own learning independently. Notably children receive regular practice in how to plan, monitor and evaluate their own learning both in literacy and in maths.



## Implementing the policy

Wherever possible feedback should be given orally mainly through targeted and effective questioning during whole class teaching, teacher conferencing, guided groups and timely interventions.

Where feedback is written, time must be planned within the next appropriate session to allow children to read and respond. Daily timely interventions work effectively for maths and editing and redrafting lessons are explicitly planned for literacy. This is embedded within the mastery approach to the teaching of English and mathematics.

Feedback also plays an integral role in the explicit teaching of self-regulation and metacognition strategies particularly during the stages of identification of misconceptions and reflection.

## Principles for Marking in Literacy

### Nursery

As most activities are of a practical nature the EYFS practitioner will record the child's narrative in a speech bubble and then add their own comment/feedback, referencing the relevant Development Matters band. Teacher comments will be recorded in green pen and children's voice in purple pen.

### Reception

Activities/work will be marked using a stamp system referenced to the relevant steps from the Development Matters bands. The teacher will engage in discussion with the child about what they have done well and help them to check their work against the relevant stamps, highlighting successes in pink. Misconceptions will be verbally addressed immediately and any corrections practised, denoted by a 'reach for the stars' stamp. Teacher comments will be recorded in green pen and children's voice in purple

### Year 1

Year 1 will follow marking as noted above for Reception for the autumn term to support a successful transition process. For spring and summer a stamp system linked to Year 1 targets denoted by T for target followed by the number associated with a specific, curriculum criteria will be used. Teacher comments will be recorded in green pen and children's voice in purple.

### Year 2

Work will be marked with a star (to share a success) and a closing the gap target displayed as a T for target followed by the number associated with the specific success criteria for each piece of work. Teacher comments will be recorded in green pen and children's voice in purple

Work should be marked with a star and a closing the gap target. Examples of such developmental marking include a star to share a success and a closing the gap target linked to the toolkit targets and will be displayed as a T for target followed by the number associated with a specific criteria on the toolkit. (Toolkits are personalised to needs and next steps). For example:

\* T2  
>< T4

This would relate to the criteria specific to the genre of writing. E.g.

First Person	T1
Past Tense	T2
Adverbials	T3
Multi Clausal sentences	T4
Expanded Noun phrases	T5
Cohesion	T6

Therefore:

\* T2 – Well done in using the past tense  
>< T4 - Add examples of multiclausal sentences in context to improve your work

It should be completed in green pen by a teacher and purple pen by pupils.

### Acting on Feedback

\*Reflection - Children read the piece of work out aloud to a partner. Using a purple pen, they identify and correct SPaG errors – spelling, grammar and punctuation.

\*Correction - Children check for cohesion and improve if required.

\*Target - Children identify a target/act on a target given from the toolkit that is missing and add in examples of the target in context to improve the work. This has to be clearly indicated within the main body of their writing.

### **Spelling**

Children will be explicitly taught how to self-correct spellings through the identification of errors in independent editing.

Spellings from the relevant phonics or national curriculum year group spellings need to be identified if incorrect and revised through spelling practice or subsequent spelling lessons.

### **Timely Interventions**

When a whole section of writing needs redrafting, the teacher will write a supportive statement and time will be allocated for a timely intervention to address this.

Where a high proportion of children have a target, the teacher will use this as a teaching point to the whole class prior to editing in the next lesson. Otherwise children will respond to feedback with a peer. The use of the visualiser and shared and modelled writing is integral to all areas of literacy feedback.

### **Effective Questioning**

The continuous application of effective questioning is applied throughout the lesson. Within shared and modelled writing, questioning is used to elicit ideas, incorporate skills, build and develop ideas; fundamentally developing the writing process. Questions are primed to improve writing and allow children to articulate and develop their ideas.

### **Key Stage 2**

Ash Grove Academy has adopted a revised innovative approach which uses self-regulation to improve writing. This project had a focus on pupils using cognitive strategies like the mnemonic **IPEELL**—Introductory paragraph, **P**oints, **E**xamples and elaboration, **E**nd, **L**inks (such as connectives and openers), and **L**anguage (for example, 'wow' words, genre specific vocabulary, punctuation, and self-scoring). The approach explicitly teaches the writing process while encouraging pupils to take ownership of their progress with monitoring and evaluation strategies.

Children are encouraged to assess their own efforts and set themselves goals. They are involved in creating a mark scheme for the unit of work they are working on and all shared/independent writes will be marked numerically using this mark scheme - both by the children, their peers and the teacher. The mark scheme will be developed as teaching progresses and will be adapted for groups of different ability. Once work has been marked by the teacher, children can see clearly what their next target could be.

## IPEELL – Example mark sheet

	Focus	Writing scores	My score	Partner score	Teacher score
<b>I</b>	Introduction	<ul style="list-style-type: none"> <li>■ I included a clear introductory paragraph that stated what I would be writing about = 2 marks</li> <li>■ I engaged the reader= 1 extra mark</li> </ul> <b>Max 3 marks</b>			
<b>P</b>	Point x 3 (make your point)	<ul style="list-style-type: none"> <li>■ I included 3 clear points in a sensible order = 1 mark each</li> </ul> <b>Max 3 marks</b>			
<b>E</b>	Explain (explain your reasons)	<ul style="list-style-type: none"> <li>■ I added basic information to each point = 1 mark each</li> <li>■ I added detailed information to each point = 1 extra mark each</li> <li>■ I included quotes, statistics, historical background etc. = 1 extra mark each</li> </ul> <b>Max 9 marks</b>			
<b>E</b>	Ending	<ul style="list-style-type: none"> <li>■ Ending included = 1 mark</li> <li>■ Restated reasons = 1 extra mark</li> <li>■ Links back to introduction= 1 extra mark</li> </ul> <b>Max 3 marks</b>			
<b>L</b>	Links	<ul style="list-style-type: none"> <li>■ Basic Connectives used = 1 mark</li> <li>■ Connectives linked to text type = 1 extra mark</li> <li>■ Appropriate openers used = 1 mark</li> <li>■ Sentences opened with time connectives, adverbs linked to text type = 1 extra mark</li> </ul> <b>Max 4 marks</b>			
<b>L</b>	Language	<ul style="list-style-type: none"> <li>■ Technical Vocabulary used= 1 mark</li> <li>■ Word choice for emphasis = 1 mark</li> <li>■ Some sentences punctuated correctly = 1 mark</li> <li>■ Most sentences punctuated correctly = 2 marks</li> <li>■ All sentences punctuated correctly = 3 marks</li> <li>■ Language features of text type used = 1 mark</li> <li>■ Engages the reader = 1 mark Makes Sense = 1 mark</li> </ul> <b>Max 8 marks</b>			
		<b>Total /30</b>			

My new writing goals:

## **Principles for Marking in Maths**

One explicit star (linked to evidence of independent work in book) referring to the procedure used in the small step will be evident on every piece of work. e.g.

\*Well done for finding the lowest common multiple when adding fractions

\*Well done for using your understanding of the inverse to find all the ways to make 10.

This will be followed by a Closing the gap comment (><) which will only be applicable in pieces of work where the following needs to be addressed - corrections ©, misconceptions (m), timely interventions (TI).

All closing the gap activities must be completed by pupils using the purple pen. On completion of closing the gap comments, it is ensured that all children have mastered the small step (procedurally and conceptually) and are ready for the next step in their learning.

Next steps will be automatically evident in independent work in books from the subsequent progression of lessons; this will continue the cycle of all children accessing problem solving and reasoning in every lesson.

The cycle is in line with our Mastery approach, which ensures that the majority of children are broadly progressing through the curriculum at the same pace with opportunities for deeper conceptual learning integral to the pedagogical progression through a concept.

## **Effective Questioning**

A range of open questions are used to ensure children are given rich opportunities to articulate within the following contexts:

Generalisation – How can you prove that all multiples of 4 are also multiples of 8?

All Possibilities – How do you know you have found them all?

Conjecture – Always, sometimes or never true

Misconceptions – Correct or not correct?

This continuous probing of children's depth of understanding is a means by which children's mastery of small steps is assessed alongside evidence of independent work in books.

## **Verbal Feedback between the child and teacher**

Feedback will be clearly targeted through effective questioning at the point of need. Collaborative learning structures ensure peer - peer feedback through explanation and talk tasks such as rally coach and numbered heads together or think-pair-share. These structures are planned in as a platform for reasoning and problem solving within the lesson and also to reveal misconceptions. It will be a positive dialogue between adult (teacher or teaching assistant) and pupil, giving recognition and appropriate praise for achievement in order that the child sees this as a positive move to improve their learning. Ideally this will take place while the task is still being completed and throughout the lesson in order to involve the child directly, alternatively marking should be prompt and before the next session in that subject. Feedback will give children opportunities to become aware of and reflect on their learning needs. Children will be given clear strategies for improvement including the use of modelling next steps where appropriate. Feedback will be accessible to all children – e.g. comments should be appropriate to the age and ability of the child. The aim is to promote children's self-assessment; teachers will support this by linking marking and feedback into a wider process of engaging the child in his or her own learning.

## **Feedback for SEND pupils**

Feedback and marking for children identified in SEND will adhere to all of the criteria outlined above however learning intentions will be personalised in line with a customised curriculum. Self-regulation and metacognition strategies will be explicitly taught and modelled therefore ensuring that the progress and attainment of all SEND children is optimised. An example of such a strategy would be a personalised Target or IPEEL Grid for writing. For Maths misconceptions and corrections will be addressed and SEND children will be challenged with problem solving and reasoning customised to each child's specific curriculum objective or pivot target.

## **Feedback and Marking in Wider Curriculum Subjects**

The principles of metacognition and self-regulated learning are pivotal to the intent, implementation and impact of the Ash Grove Wider Curriculum; the activation of prior learning and retrieval practise are utilised in every lesson in every subject area in order to embed knowledge and deepen understanding of key concepts. Through small step progression planning, scaffolds and well-planned models, feedback is constructive, continuous and directed at the point of need; this means that outcomes in all curriculum areas are clear evidence of each pupil's attainment and understanding of a particular concept or theme. Pupils are explicitly taught to plan and self-regulate their own learning ultimately maximizing their opportunity to achieve the learning outcome. Written feedback is used sparingly since we believe targeted verbal feedback impacts directly and immediately on pupil outcomes.