

## Landscape Feedback and Marking Policy

### Introduction

Feedback is an integral part of teaching and learning; we know this from many studies and extensive research. At Landscape, our aim is to create a culture of rich and effective feedback between teachers and pupils in order to support great learning.

This policy recognises the significant time that written feedback can take and therefore seeks to make the most effective use of teacher and support staff time. In order to do this, it incorporates the findings of the Independent Teacher Workload Review Group and the EEF Marking Review in 2016, as well as case studies from a range of primary schools (these examples and reports are available on the staff shared drive).

### Aims

- Feedback should be an integral part of the process of teaching which is evident in all lessons.
- It should be a two-way process: teachers will learn and be able to adapt their instruction from the feedback they receive from children within lessons; children will be able to learn from effective feedback they receive.
- It is primarily a verbal process that takes place between teachers and children.
- Feedback may include written comments on work where it is deemed appropriate.
- It is given where there is time and opportunity for children to respond to the feedback they have received.
- It will look different in different year groups across school and be 'age-appropriate'.
- It is based on a thorough understanding of individual children and their learning. Although this policy aims to reduce the number of written comments made, we still expect that teachers spend time reading children's work carefully in order to direct feedback appropriately.
- Feedback should ultimately aim to improve the student's knowledge and understanding as opposed to simply improving the children's work.

### Types of feedback

Effective feedback takes place as close to the point of teaching and learning as possible. Timing of feedback can be categorised into the following three stages (further detail in **appendix 1**):

**Immediate feedback.** This takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.

**Summary feedback.** This may take place at the end of a lesson or shortly after, often as part of the plenary. It may involve some form of self/peer assessment.

**Distance feedback.** This takes place away from the lesson and provides feedback to the teacher about how well children have understood concepts. This, in turn, informs planning for future learning opportunities, which includes the use of whole class feedback sheets (see **appendix 2**) to focus on the next steps for the whole class, groups and for individuals.

## **Symbols**

Symbols may be used in pieces of work to show the conditions in which it has been completed. This may be useful when looking back through the book to make assessments:

I – Independent work

S – Support from teacher or teaching assistant

VF – Verbal discussion of work has taken place

Further editing symbols to indicate basic errors can be found in **appendix 3**.

## **Practical Guidance on the approach to feedback**

The majority of lessons should have a learning intention shared with the children at the beginning of the learning.

At the end of the lesson and the teacher reads each child's work and analyses the common errors being made. Each piece of work is ticked to acknowledge that the work has been checked. Any parts of work that the teacher would like to share with the class in the following lesson are indicated with a star.

Any basic errors (e.g. GPS errors in English and number fact errors in maths) may be indicated by the teacher using the school's editing symbols.

Teachers may add praise comments or stickers where needed to indicate work that shows particularly good effort on the part of the student. During the book analysis, the teacher makes notes on their teacher's feedback sheet using the template in **appendix 2**. Staff will use purple pen when writing in children's books.

## **Daily learning review / Whole class feedback**

At the start of each lesson, a review is used to recap previous learning (knowledge and concepts) and address misconceptions, this will typically last 5 - 10 mins. The focus for this session is identified and recorded by teachers using the feedback sheets.

During the review sessions, children should be revisiting knowledge and have short focused tasks, which support this. This could happen in cooperative learning structures. Visualizers and examples should be used to model (where learning intention met and where errors have been made). The opportunity for children to edit and self-correct work is then given with a green pen.

## **Guided groups**

A guided group will be indicated on the planning but often the teacher may identify changes to this group in light of looking in the books. This should then be indicated on the feedback sheet.

Class teachers and Support Staff should work with a guided group in the majority of lessons as identified in the weekly plan. This group will receive verbal feedback from the adults during the session and a summary of what this was is recorded in the book i.e. **VF expanding noun phrases P.S.**

During a week, all children should have a minimum of one focus group session with an adult. Pivotal children should receive a minimum of two focus sessions a week, ideally with the class teacher.

Using this approach will mean each child has received verbal specific feedback each week for at least Reading (guided), Writing and Maths.

### **Extended writing**

Extended pieces of writing are marked more deeply as they often have multiple and complex learning outcomes that teachers need to monitor and use to inform their future teaching sequences.

Teachers use highlighters to identify where children have achieved the purpose (orange) of the writing and identify areas for development (pink). These examples are numbered and children then need to write a comment identifying why they think the teacher has highlighted those parts of their work.

The self-editing codes should also be used to identify basic GPS errors for children to self-correct.

Teachers will also make a more general feedback comment that directly relates to the purpose of the piece of writing (identified on purpose board).

### **Peer review**

Peer review is used for children to offer specific and constructive feedback to one another. Children are specifically taught and shown how to peer review. **Appendix 4** contains sentence starters and a pro forma to support children review each other's work. Children should not be editing another child's work or 'marking' their work.

### **Self assessment**

Self-assessment should be used to help children review their own learning with a specific focus. It is also an effective way to check answers against the set answer i.e in maths sessions.

In maths sessions answers should be reviewed throughout the lesson to allow additional support to be given as required.

### **Theme books**

A part of the intent of our theme books is that children are able to use their own creativity and share the knowledge they have acquired during the teaching sequence. Feedback comments onto these pieces of work can often detract from the child's own work. Therefore, teachers give comments about children's learning using post-its. These are initialled, dated and once seen by the child, stuck in the back of the book. This can be done during the double page spread session (sharing good examples on the visualizer). Opportunities for peer review can also be used and these should be on post-its with the date and name.

## Appendix 1

Type of Feedback	What it might look like	Evidence
Immediate	<p><b><u>Takes place within lessons as part of teaching.</u></b></p> <ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from verbal responses, mini-whiteboards, book work, etc.</li> <li>• Takes place in lessons with individuals, small groups or the whole class.</li> <li>• Is given verbally so that the impact can be immediate.</li> <li>• May be given by teaching assistants, other adults or peers.</li> <li>• May involve further support, challenge or a change of task.</li> <li>• May re-direct the focus of teaching or the task.</li> <li>• Does not need to be evidenced by way of written comments.</li> </ul>	<p>Classroom Observations and Learning Walks.</p> <p>Teachers may make notes in their feedback sheets or children’s work books whilst they are in the process of teaching.</p>
Summary	<p><b><u>Takes place at the end of a lesson or activity</u></b></p> <ul style="list-style-type: none"> <li>• Usually involves groups or whole classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take the form of self- or peer- assessment against an agreed set of success criteria</li> <li>• In some cases, may guide a teacher’s further use of distance feedback, focusing on areas of need or particular interest.</li> </ul>	<p>Classroom Observations and Learning Walks.</p> <p>Evidence of self-assessment (Children respond to feedback in green pen)</p> <p>Evidenced on teachers’ feedback sheets</p>
Distance	<p><b><u>Takes place away from the point of teaching</u></b></p> <ul style="list-style-type: none"> <li>• Provides teachers with opportunities for assessment of understanding.</li> <li>• Adaptation of future lessons through planning, grouping or adaptation of tasks – teachers may group books into different piles to identify where ‘group feedback’ is required in the next session.</li> <li>• The use of teachers’ feedback sheets to organise feedback and support their teaching within the next lessons.</li> </ul>	<p>Monitoring of pupils’ books, teachers’ whole class feedback books, through professional discussions between teachers and leaders.</p> <p>All children’s work is acknowledged.</p> <p>Spelling, grammar and calculation errors may be corrected.</p> <p>Use of feedback sheets to indicate next steps.</p>



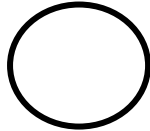

**Appendix 3**

**Editing Symbols**

**I – Independent work**

**S – Support from teacher or teaching assistant**

**VF – Verbal discussion of work has taken place**

Symbol	Meaning
	Error, take a look during our review session.
	Grammar, Punctuation or Spelling error
/	Finger space needed
//	New paragraph needed
<b>Pink to think</b>	Something needs improving here
<b>Orange is outstanding</b>	Purpose achieved

Appendix 4

Peer Review

Kind

- I really like the way you \_\_\_\_\_
- Excellent \_\_\_\_\_ throughout
- The most successful thing about this was \_\_\_\_\_
- I enjoyed reading this because \_\_\_\_\_
- It was especially good when you \_\_\_\_\_

Specific

- In the first/second/third paragraph...
- I think \_\_\_\_\_ is quite difficult to understand/could be explained better/could include more detail etc
- Your sentence/paragraph about \_\_\_\_\_ was \_\_\_\_\_ because \_\_\_\_\_

Helpful (refer to success criteria)

- Think about adding a \_\_\_\_\_
- Think about taking away \_\_\_\_\_
- Have you thought about \_\_\_\_\_?
- To improve your \_\_\_\_\_ try \_\_\_\_\_
- Perhaps you could...

Reviewer Name: \_\_\_\_\_

Kind: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Specific: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Helpful: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_