Mason Moor Primary School

Nurture • Grow • Achieve

Pupil Feedback Policy

Pupil Feedback Policy (Replaces Marking & Feedback Policy)			
Approved by:	Governing Body	Approval date:	September 2023
Last review date:		Contact:	Headteacher
Next review date:	September 2024	Approvers signature:	Chair of Governors

Mason Moor Primary School's mission statement:

*At Mason Moor Primary School, no child is left behind. **Where you live, and your current personal circumstances, do not dictate your destiny.** Every member of staff is aligned to our three core values; drivers for everything we do. Central to our philosophy on improving life-chances, is the relentless pursuit of the value 'nurture' – a continuous focus on positive regard for all.*

Our values:

Nurture

We demonstrate and live this value through building unconditional positive praise for all who work at Mason Moor.

"No significant learning can occur without a significant relationship" (James Comer)

Grow

We demonstrate and live this value through opportunities to grow – for example through our Character Development Curriculum and wider enrichment enabling all pupils to grow as confident, articulate individuals.

Achieve

We ensure that there are no perceived (or real) ceiling limits placed on a child's potential. To this end, we expect staff to be every child's champion. Children here are developed to feel self-worth, to know their place in the world and to know they matter.

Every child deserves a champion. An adult who will never give up on them, who understands the power of connection and who insists that they become the best they can possibly be.

1. Rationale

Traditionally, this policy would have been titled 'Marking Policy' and the guidance would have directed teachers and parents to the coded commentary that pupils receive from their teacher, within their exercise books. This policy is different, it takes into account the following research:

- The Independent Teacher Workload Review – Department for Education, 2020
- The EEF (Education Endowment Fund) 'Evidence on Marking', 2021
- Ofsted (Education Inspection Framework – EIF) 2019 (2022)

At Mason Moor, it is imperative that feedback is given to children to support, coach and develop their learning. We expect feedback to be:

- **Meaningful:** marking should vary by age group, subject and what works best for the pupil and teacher

- **Manageable:** marking practice should be proportionate. Bear in mind the impact on teacher workload, when you think about how often and how deeply teachers mark

- **Motivating:** marking should help to motivate pupils to progress. Don't assume this means writing in-depth comments or being universally positive

Research explains that there is little "robust evidence" to support the use of extensive written comments when marking. Therefore, our approach to marking and feedback should be based on professional judgement, and that feedback can take many forms, including spoken or written marking, peer marking and self-assessment.

2. Providing feedback to improve learning

We expect pupils to receive feedback continuously, to support rapid improvement.

The best feedback for children at Mason Moor is that which is delivered verbally. This is because our pupils' linguistic barriers can sometimes prevent understanding – inhibiting progress. Further, we know that a strong connection – between pupil and teacher – can facilitate a discussion that can lead to better understanding as well as instructional support to aid improvement.

We have a clear framework for providing feedback to pupils at this school:

2.1. Six books (from the teacher's focus group) are marked each day in Writing, Reading and Maths sets. This is a 'live' mark of the child's learning which highlights successful engagement with the success criteria (green highlighter pen) and sets out a 'next step for learning' by highlighting unachieved success criteria (orange highlighter).

2.2. Children who are not in the teacher's focus group that day, will 'self-assess' against the success criteria, demonstrating where they have met the success criterion using green pen. It is expected that pupils show the teacher where they have met this learning – through underlining the work to correspond with the relevant success criteria.

*However (in response to clause 2.2) where children clearly have a deep-rooted misconception of an idea or new knowledge – **this must be addressed by the class teacher. Teacher intervention should be noted in blue pen to help address/support***

misconceptions to ensure that this does not become endemic in their learning. Teachers must have a routine and system of assessing all pupils learning and intervening where appropriate. When marking a focus group teachers are expected to go back through the child's previous four days and correct as stated for any misconception.

2.3. All children receive 'NSLs' or 'next steps for learning' in their exercise books. These are activities, set by the teacher, to help underpin newly acquired knowledge/skills.

2.4. Younger children in the Early Years Foundation Stage (EYFS) receive feedback through observed activities. Adults, meeting the child at their level, discuss the learning in a meaningful way and suggest further activities to accelerate learning. (Adults write these down and connect them to the child's learning journey – each with a next step for learning).

3. Next steps for learning

3.1. Next steps for learning provide learners with a need to respond to feedback to demonstrate their understanding of the current learning.

The purpose of setting NSLs is as follows:

- To extend the learning intention to help achieve it.
- To apply newly acquired knowledge or skills.
- To address misconceptions identified in the learning.

3.2. NSLs are not 'extension' or 'finishing' activities. For example: teachers presented with learners who haven't completed work, or a desired quantity should not set examples such as: 'NSL: please finish' or 'NSL: write 2 more sentences'.

3.3. Next steps for learning should support pupils, in all subjects, to progress through the curriculum. They should not be 'holistic' steps set for all children, instead we expect teachers to think carefully about the individual and their progress journey.

3.4. NSLs are monitored by Senior Leaders who conduct book scrutinies every four weeks, in all subjects. Teachers are given feedback themselves on the feedback provided to children with advice, coaching and support to ensure more pupils make the desired progress.

4. Utilising Success Criteria to support pupil progress

4.1. All pupils are given a Learning Intention and Success Criteria sticker for every lesson. This makes clear the objective (from the National Curriculum) and breaks down the steps to success that the children should follow.

4.2. The success criteria are used by the teacher to determine how successful a pupil has been in making progress in the lesson.

Learning Intention: (Y, O, R) To use varied sentence types to build the setting description		
	Pupil	Teacher
Success Criteria 1: I use minor sentences to create dramatic effect. *(e.g. Desolate and tired.)*		
Success Criteria 2: I develop embedded clauses to add to the description.		
Success Criteria 3: (Pupil chooses)		

4.3. The success criteria are accessed by both teacher and pupil to provide assessment of the learning.

4.4. At Mason Moor pupils are taught, from Year One, to understand how to use the success criteria to self-assess, talk to adults and discuss with peers what they are learning. This engagement with the learning enables pupils to become proficient in assessment and to understand their own targets – to motivate them in their learning. It is this pupil agency that builds confidence.

4.5. Success Criteria are monitored by Senior Leaders who conduct book scrutinies every four weeks, in all subjects. Teachers are given feedback themselves on the learning intention and success criteria provided to children with advice, coaching and support to ensure more pupils make the desired progress. These are checked weekly by relevant senior leaders to look at the breadth and depth of study for all children.

5. Simplified coding and setting high expectations

5.1. Teachers are not expected to use subject coding to annotate pupils' completed learning. We believe that the 'moment' of learning has passed, at the point of a teacher marking. Therefore, engagement in assessing the success criteria, and providing a logical next step in learning will suffice.

5.2. The only codes we will use for our pupils feedback are:

Code	Explanation of use
sp.	Indicates a **spelling issue** that has been repeated within the learning. A maximum of 4 spellings. The teacher will: • Highlight the incorrect spelling in pink highlighter pen with sp. written beside it, • write the correct spelling in the margin of the exercise book and draw three bullets below. • In the next lesson, it is expected that the child will copy out the spelling three times in green pen.
NSL	Indicates '**next step in learning**' The NSL must be evident with an orange highlighted box denoting the space where you expect the child to answer. This should be in place for all subjects.

6. Distinguishing between pupil and teacher feedback and completed next steps for learning

6.1. Pupils will learn to write in pencil initially. By Year 2, pupils will work towards gaining a pen – when demonstrating a consistent handwriting style that is neat and legible. **By Year 4 all pupils will write in black pen.**

6.2. When correcting learning, pupils will use green pen. This is also the colour to use when completing NSLs or editing learning.

6.3. Adults will write in blue pen. NSLs or comments to support learning will be written in this pen colour only.

6.4. Adults in KS1 must use pre-cursive script and KS2 must use cursive script for modelling the NSL and providing written feedback

7. How can you make sure that standards are maintained in the curriculum?

Even though our feedback policy prescribes less marking, our pupils continually receive feedback on improvement. Whether through teacher conferencing in focus groups (as described above) or through repetitive key messaging to ensure consistency, we are constantly emphasising the need for high standards.

Teacher interaction with a child supersedes marking as this is a live, supportive feedback that enables the child to understand what they need to do to improve and what is expected of them.

Examples of learner boards, displayed in class, to support pupils in taking pride in their presentation:

Key Stage 1:

Key Stage 2:
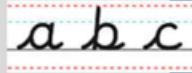
I take PRIDE in my learning

Maths
- Math bookmark is stuck in properly.
- I write one digit per square.
- I show working out.
- I use green pen for NSLs and assessing.
- I use the most efficient method.

Writing
- My handwriting is cursive and legible.
- When editing, I cross out neatly with a ruler.
- I use my LI and SC and show what I've achieved.
- Spellings corrected.

8. Appendices – Marking Examples

Example 1:

Writing Purpose: Writing to describe a setting
Writing Context: Famagusta – zooming in on setting to improve description

Learning Intention: (Y, O, R) To use varied sentence types to build the setting description	Pupil	Teacher
Success Criteria 1: I use minor sentences to create dramatic effect. (e.g. Desolate and tired.)		
Success Criteria 2: I develop embedded clauses to add to the description.		
Success Criteria 3: (Pupil chooses)		

Thursday 13th January 2022

fantastic vocab today!

p. human — The abandoned beach, that was un-habitied by (humun) is now enveloped by dead unalive grass.
The abandoned beach has rusted barbed now wire that restricts people to relax.

great vivid imagery – well done!

The, one once luxurious houses, were engol engulfed by dust and debris. Is this a separate clause?

The sign was dissolved by the bad weather and is in bad condition weather.

When cars once stopped to reguel, now only nature is alive here. The garage, rusting away, collect dust and debris and it cries not getting used and uncared for.

Desprate. bricks tumble onto the mint condition streets. Buldings
esperate — had onto the ground waiting for its fatality brutal fatality. nature and debris take over the streets.

Desprate. But Buildings grip on the ground as the bad building tilt north and bricks fall off. Great work Arman!

NSL: Describe the abandoned street scene – use the minor sentence starter: 'Desolate'.

8

Example 2:

Firstly, the NSL has been set by the teacher and gives them a firm understanding of what they haven't achieved in their success criteria. Secondly, the child has completed to demonstrate their understanding and application of knowledge/skill.

Peaceful/calm

nice vocab. The hotels were untouched and unused, dusty and crusty falling apart, being 10ft tall for worth over 10 million pound.

The old houses were all crusty and dusty all left, the guests. **repetition of ideas.** rustling

Where cars once stopped to reguel, now only nature is alive here. The garage, rusting away, collapsing every minute as someone speaks. ✓✓

The buildings, collapsing in dust and crust being untouched and unused. The signs getting wiped away from the oxigen and the rain, slowly getting destroyed. The Famagusta ghost town, slowly collapsing away into pieces. whistling

NSL: Create a short paragraph using the sentence starter: 'Sandy golden shores hide/the secrets of them all.

NSL:

NSL: **Embedded clauses need to be sandwiched WITHIN sentences.** e.g. The church stands tall, though no longer so majestic, high above the city.

Your turn → The hotel was all crumbling and collapsing which meant nobody can go there anymore.

Example 3:

The Learning Journey observation – used in Early Years Foundation Stages (Nursery and Reception) to provide feedback on progress. Note: this is recorded on Tapesty.

Sahil was counting using bears. Mrs Patel placed the counting bus and Sahil began to fill each square until he had filled them all. He then pointed and counted saying number names he counted accurately the bears up to 10. Mrs Patel showed Sahil number cards and questioned, 'can you find 10?' Sahil incorrectly guessed so we ordered the number cards 1-10 and counted in order. Sahil correctly said the number names up to 7 but the became muddled and found it a challenge to recall number names when looking at the numeral. We repeated counting the bears and emphasises counting 7,8,9,10. We attempted to count pointing at numerals.

NSL: to recognise numerals 1,2,3

EYFS LAT Learning Pathways

Mathematics

Number

3-4 years

✓ Spr: Recite numbers past 5   Developing

Example 4:

Maths learning where the teacher clearly demonstrates where the pupil has achieved the learning – linked to the success criteria. Pupils self-assess with green pen.

Handwritten annotations on image:
- PDM
- How shaw progression – on s... paper?
- around
- 3 = 3
- iply

17.1.2022

Learning Intention: To multiply decimals by powers of 10
B/G
Week 3 Lesson 1

	(FB)	Pupil	Teacher
Success Criteria 1: Show a secure knowledge of place value throughout my learning		✓	
Success Criteria 2: Can multiply decimals by powers of 10 successfully		✓	
Success Criteria 3: Explain what happens when multiplying a decimal number by a power of 10		✓	

Fluency
1. Multiply the following decimals by 10, 100 and 1000.
   a. 5.2
   b. 5.02
2. Multiply the following decimals by 10
   a. 4.56
   b. 3.8
3. Multiply the following decimals by 100
   a. 8.3
   b. 0.48
4. Multiply the following decimals by 1000
   a. 6.35
   b. 56.2

Practice
1. Fill in the missing number calculations
   a. $3.677 \times 1000 =$ _____
   b. $45.8 \times$ _____ $= 458$
   c. _____ $\times 100 = 186$
   d. $3.2 \times$ _____ $= 3.2$
2. For each of the numbers, what calculation (using × 1000) will produce the following answers.
   a. 4.5
   b. 23
   c. 0.07
   d. 340

Practical application
1. Bella says that when you multiply 5.02 by 100, you get 520. Explain her mistake using a place value grid.
2. Think of a number with up to 3 decimal places, for example, 3.451.
   Mark the number on your Gattegno chart (below).

10,000	20,000	30,000	40,000	50,000	60,000	70,000	80,000	90,000
1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	(3)	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.001	0.002	0.003	0.004	0.005	0.006	0.007	0.008	0.009

Explore what happens when you multiply your number by 10, then 100, then 1000.
What patterns do you notice?

Pupil's handwritten work:

Fluency:
1. 52 and 520
   5200
   52000.
   a) 5200 and 50200
   b) 5020 and 50200.
   50.2 and 502

2. a) 45.6
   b) 3.8

3. a) 830
   b) 48

4. a) 6350
   b) 56200

Practice:
1. a) 3677
   b) 10
   c) 1.86
   d) 1

2. a) 0.0045
   b) 0.023
   c) 0.00007, 0.000007
   d) 0.0034 0.034

Practical application:

1. | Th | H | T | O | tth | hth | moved three times to the left.
   | | | | 5 . 0 2 | - Bella
   | | 5 | 2 | 0 |
   | | | | 5 . 0 2 | - Me
   | | 5 | 0 | 2 |

2. That I notice the numbers go up.

Example 4:

Maths learning. The NSL set is an extension activity where pupils are expected to apply their newly acquired knowledge to a practical task.

17/01/22

Learning Intention: To multiply decimals by powers of 10

	(FB)	Pupil	Teacher
Success Criteria 1: Show a secure knowledge of place value throughout my learning			
Success Criteria 2: Can multiply decimals by powers of 10 successfully			
Success Criteria 3: Explain what happens when multiplying a decimal number by a power of 10			

Fluency

Multiply the following decimals by 10, 100 and 1000.

a) 5.2 x 1 0 = 52 ✓
5.2 x 1 0 0 = 520 ✓
5.2 x 1 0 0 0 = 5202 ✗

1. a. 5.2
   b. 5.02

2. Multiply the following decimals by 10
   a. 4.56
   b. 3.8

b) 5.02 x 1 0 = 50.2 ✓
5.02 x 1 0 0 = 502 ✓
5.02 x 1 0 0 0 = 5020 ✗

3. Multiply the following decimals by 100
   a. 8.3
   b. 0.48

a) 4.56 x 1 0 = 45.6 ✓
3.8 x 1 0 = 38 ✓
8.3 x 1 0 0 = 830 ✓
0.48 x 1 0 0 = +8 ✓

4. Multiply the following decimals by 1000
   a. 6.35
   b. 56.2

a) 6.35 x 1 0 0 0 = 6,350 ✓
56.2 x 1 0 0 0 = 56,200 ✓

Practise

Practice

1. Fill in the missing number calculations
   a. 3.677 x 1000 =
   b. 45.8 x ___ = 458
   c. ___ x 100 = 186
   d. 3.2 x ___ = 3.2

a) 3.677 x 1 0 0 0 = 3677 ✓
b) 45.8 x 1 0 = 8458 ✗
c) 1.86 x 1 0 0 = 186 ✓
d) 3.2 x 1 = 3.2 ✓

2. For each of the numbers, what calculation (using x 1000) will produce the following answers:
   a. 4.5
   b. 23
   c. 0.07
   d. 340

a) 0.0045 ✓
b) 0.0023 x
c) 0.00007 ✓
d) 0.00340 x

b) 0.0023 x 0.23 ✓
d) 0.0034 x 0.034

Practical application

1. Bella says that when you multiply 5.02 by 100, you get 520. Explain her mistake using a place value grid.

1) Bella is wrong as there is a place holder between 5 and 2. This is how you should do it:

5.02
502.00

Therefore, your answer should be 502.

2. Think of a number with up to 3 decimal places, for example, 3.451. Mark the number on your Gattegno chart (below).

Explore what happens when you multiply your number by 10, then 100, then 1000. What patterns do you notice?

18/01/22 | How show progression — no

2. my number: 5.621

5.621 x 1 0 = 56.21 ✓
5.621 x 1 0 0 = 562.1 ✓
5.621 x 1 0 0 0 = 5621 ✓

I notice that each time the multiplying re number gets bigger, a number in the decimal column goes to the whole number column.

So, what is happening to the number? Are they always moving to the whole number row.

They are moving up one place each time 5.621 will move one meum to the next number would be 56,210 ✓

Learning Intention: To divide decimals by powers of 10

	(FB)	Pupil	Teacher
Success Criteria 1: Understand the inverse relationship and what happens to digits when dividing			
Success Criteria 2: Explain when placeholders are needed			
Success Criteria 3: Can divide decimals by powers of 10 successfully			

Fluency

1. Divide the following decimals by 10, 100, and 1000
   a. 502
   b. 52

2. Divide the following decimals by 10
   a. 7.2
   b. 54.9

3. Divide the following decimals by 100
   a. 467
   b. 42.9

4. Divide the following decimals by 1000
   a. 3456
   b. 435.3

Practice

1. Write down the correct answers.

2. Draw and complete the table.

÷ 10	÷ 100	÷ 1000
789		
76		
66		
189		

3. Can you find 3 ways to make 70, using a number/symbol from column A, B and C?

A	B	C
0.7	0.1	0.1
7		10
70	x	100
700	÷	1000
7000		

Practical application

Kate says,

Do you agree? Explain why.

Example 5:

None-core learning - History. Teacher is misconception marking a former piece – highlighting issues with spelling as well as pointing out correct grammar use.

Wednesday 8th March 2023

LI: To identify bias in historical sources (The Boston Massacre)		
	Pupil	Teacher
SC1: I can explain why the Boston Massacre happened	✓	
SC2: I can use primary sources to examine opposing view points	✓	
SC3: I can identify potential bias within sources	✓	

Key Vocabulary:

massacre - mass killing of many people.

engraving - a print made from an engraved plate, block, or other surface.

bias - prejudice for or against one person or group, especially in a way considered to be unfair.

protest - a statement or action expressing disapproval of or objection to something.

This is Agent agent rocky here investigating this serious case. We're

massacre investigating who started it. the massacre. Our suspect is named "Captain

Thomas Preston." he is an British soldier. In his paragraph he said invaded

the Americans and took over America. He's our suspect. In newtown prince's

paragraph. An africain-American civililalein, he said = I saw Captain Preston

soldier Out from behind the solider." He's a witness! Right now we think it is

Captain Thomas preston. Since Newtown prince said he heard it he wasn't

there so he cant of started it. So In Charles Hobby's paragraph, a

Boston labourer, ellis said "Captain preston was standing by the soliders,

labourer when a a snow ball struck a grenadier, who immediatly fired. Captain

preston standing close by him. The captain then spoke distinctly, fire

Fire!..." So charles Hobby is another witness. & Both of the witness both

talked about Captain Thomas preston. So in this case we think it's Captain

witness thomas preston. This case is dissmesed. Agent Rocky is out! See you in

the next case!!!

Use only one exclamation
mark to emphasise the point.

Example 6:

Writing lesson. Teacher sets NSL with clear parameters. Spelling is highlighted in pink and child should go back to edit.

captures everything.

excitement

Tuesday 14th March 2023

(SP)

SF1 My excitment is unexplainable, today my dream for days
SF3 is coming true – I'm going to ride an elephant –.
SF4 "Are you excited will?" Mom giggled.
SF4 "yes, my dream is coming true!" I smiled back.
SF1 Suddenly, the elephant came trading in, with the mahout
which is when I got a lift up with moms help
"I cant wait to start going!" I whispered loudly to

giggled mom.

(SP)

Mom &r giggled and gave me a huge right before
we left. I felt like a king on this howdah, it was
so nice relaxing but I needed to speak to someone
and the only ever one there was the mahout.

his

SF4 "whats the elephant name?" I asked unwillingly having
to speak to someone.
SF4 "Its a her." "she name is Oona, like my sister she is"

NSL
Write clauses using dashes to add and
emphasise extra detail and information.