

# Mason Moor Primary School



# Pupil Feedback Policy

## Pupil Feedback Policy (Replaces Marking & Feedback Policy)

Approved by:	Governing Body	Approval date:	September 2022
Last review date:	New Policy	Contact:	Headteacher
Next review date:	September 2023	Approvers signature:	Chair of Governors

## 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.*

- 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.
  - 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.



Learning Intention: (Y, Q, 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)		

- 4.2. The success criteria are used by the teacher to determine how successful a pupil has been in making progress in the lesson.
- 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 code we will use, for repeated errors in learning, are:

Code	Explanation of use
	Indicates a <b>spelling issue</b> that has been repeated within the learning. The teacher will 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.
	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.


## 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.

Key Stage 1:

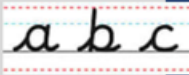



# I take PRIDE in my learning


## Maths

- One digit per square. 
- All working out shown in books.
- Green pen for NSLs 
- Use a ruler. 

## Writing

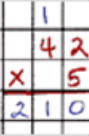

- Words sit neatly on the line. 
- Best handwriting.
- I complete all work set. 
- I finish my NSLs
- I copy spellings three times

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 with the success criteria highlighted by the teacher and an NSL set that requires pupils to apply their newly acquitted skills.

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

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

Thursday 13<sup>th</sup> January 2022

Fantastic vocab today!

p. human The abandoned beach, that was ~~on-habited~~ by human, is now enveloped by dead unalive grass. ✓✓

The abandoned beach has rusted barbed ~~over~~ wire that restricts people to relax. great vivid imagery - well done.

The, ~~one once~~ luxurious houses, were ~~engob~~ 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.

Desperate bricks tumble onto the mint condition streets. Buildings hdd onto the ground waiting for its ~~gatality~~ brutal ~~gatality~~. nature and debris take over the streets.

Desperate. 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'.



**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.

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

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

Where cars once stopped to reguel, now only nature is alive here. The garage, rustling 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. whistling

The Famagusta ghost town, slowly collapsing ~~away~~ into pieces.

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

**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.

**NSL:**

**Example 3:** The Learning Journey observation sticker – used in Early Years Foundation Stages (Nursery and Reception) to provide feedback on progress. Note: the next step for learning is also used in EYFS to help shape the adults' thinking on providing stretch and challenge.

Name:	C&L PSED PD L M UW EAD
Date:	DT CI AI I S G
(2-3) (3-4) (4-5) Aut Spr Sum LAT	
NSL:	

**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.

**PDM**

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:**

- Multiply the following decimals by 10, 100 and 1000.
  - 5.2
  - 5.02
- Multiply the following decimals by 10
  - 4.56
  - 3.8
- Multiply the following decimals by 100
  - 8.3
  - 0.48
- Multiply the following decimals by 1000
  - 6.35
  - 56.2

**Practice:**

- Fill in the missing number calculations
  - $3.677 \times 1000 =$
  - $45.8 \times = 458$
  - $\times 100 = 186$
  - $3.2 \times = 3.2$
- For each of the numbers, what calculation (using  $\times 1000$ ) will produce the following answers.
  - 4.5
  - 23
  - 0.07
  - 340

**Practical application**

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

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
0.01	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?

**How show progression – on paper?**

**Fluency:**

5.2 and 5.20  
5.2000.  
5.0200  
5.0200.  
5.02 and 5.02-  
5.02 and 5.02-

1. a) 5.200 and 5.2000.  
b) 5.020 and 5.0200.  
2. a) 45.6  
b) 38  
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) 0.0007, 0.000007  
d) 0.0340, 0.34

**Practical application:**

1. Th H T O Th H moved three times to the left.  
5.02 - Bella  
520 - He  
5.02  
50.2

2. The 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.

[illegible]