



WILLOW
BROOK
PRIMARY

Feedforward Marking & Feedback policy

Date: September 2023

Review Due: September 2024

Reviewed Annually

Our Vision

At Willow Brook, we recognise the importance of feedforward as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice in ways that are ‘meaningful, manageable and motivating’ (DFE) and appropriate to the age of pupils who attend our school.

Our policy is underpinned by the recommendations of the Education Endowment Foundation who recommend that effective feedback should: be specific, accurate and clear as well as to encourage and support further effort.

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to further children’s learning, evidence of feedback and marking is incidental to the process
- Written comments should only be used where they are accessible to students according to age and ability
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in the moment in lessons is more effective than written comments provided at a later date
- All staff have a part to play to provide meaningful and valuable feedback within lessons
- Feedback is often a two way process for staff and pupils as part of assessment for learning in the classroom and can take many forms.
- Staff are able to gather feedback and AFL that enables them to adjust their teaching both within and across a sequence of lessons.
- Feedback is a part of the school’s wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Feedforward and Marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedforward occurs at one of three common stages in the learning process, which are deliberately numbered in order of priority:

1. Immediate feedforward – at the point of teaching
2. Summary feedforward – at the end of a lesson/task
3. Review feedforward – away from the point of teaching (including written or digital comments)

At Willow Brook, these effective strategies can be observed in the following practices:

Type	What it looks like	Where will we see it?
1. Immediate	<ul style="list-style-type: none"> ● Staff fluidly moving around the room gathering and giving feedback on the learning. ● Pupils moving around the room gathering self-support materials (word mats, checking working walls, gathering equipment) following feedback. ● Pupils editing work in green pen in response to feedback. ● Targeted support for individuals or groups. ● Skillful use of open and closed questioning to recap, review and challenge learning ● Verbal feedback to pupils for immediate action. ● ALL staff engaged in providing immediate feedback – codes used to show this ● Immediate intervention where misconceptions are noticed for small groups or individuals. ● May include in the moment highlighting/annotations according to the marking code to praise or address mistakes or misconceptions. 	<ul style="list-style-type: none"> ● Lesson visits/learning walks ● Some evidence of annotations on the adults ● Some use of marking annotations and highlighting in the moment to address misconceptions or give praise
2. Summary	<ul style="list-style-type: none"> ● Often involves whole groups or classes ● Can take place at the beginning of a lesson, using 2 stars and a wish to unpick quality work and identify misconceptions in examples ● Can take place at the end of a lesson or activity, or midway where misconceptions need addressing in the form of a mini-plenary ● Provides an opportunity for scrutiny and evaluation of learning in the lesson. ● May take form of self or peer-assessment against an agreed set of criteria ● In some cases, may guide a teacher to make immediate adaptations of planning for the next lesson. 	<ul style="list-style-type: none"> ● Lesson visits/learning walks ● Evidence of pre & post teaching based on assessment ● Evidence of self and peer assessment






<p>3. Review</p>	<ul style="list-style-type: none"> ● Takes place away from the point of teaching ● Includes digital feedback online (e.g. google classrooms or EvidenceMe) ● May sometimes involve written or typed comments/annotations for pupils to read/respond to e.g. 2 stars and a wish ● Provides teachers with opportunities for assessment of learning ● Leads to adaptation of future lessons and sequences of lessons through planning, grouping or adaptation of tasks ● May lead to targets being set for pupils' future attention, or immediate follow up action ● May include positive acknowledgement of work completed ● May include occasional use of grading (e.g.7/10) for certain tasks 	<ul style="list-style-type: none"> ● Evidence of positive feedback and acknowledgement of work completed ● Appropriate responses/actions linked to next steps for the child ● Adaptation of teaching sequences or scaffolded learning tasks in following lessons.
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Feedforward Marking Codes

Marks to be used and seen during the immediate or 'live marking' phase

I	Independent Work
WS	With Support
LSA	LSA support/input in the lesson
Sp	Spelling misconception
P	Punctuation misconception

Live Highlighting on Work

Highlighter Colour	Reason for Use
	<p>Green for GO!</p> <p>Green highlighting <i>through</i> the child’s work.</p> <p>Feedback for positive effort and praise against the learning intention e.g. correct calculation, adjective choice etc.</p>
	<p>Pink for THINK!</p> <p>Pink highlighting <i>through</i> the child’s work.</p> <p>Feedback for a misconception or improvement to be made.</p> <p>Can also be used to extend and move a child on, e.g. ‘Are you ready for a challenge? Can you <i>think</i> about this one?’ – Then highlight the challenge in Pink</p>
	<p>Green Pen Friend!</p> <p>Child improving and responding to immediate, summary or review feedback.</p> <p>Immediate adult feedback to be actioned by using green pen friend.</p> <p>Also an evidence of peer review/assessment.</p>
	<p>Purple Pen Prompt</p> <p>Adult feedback from either teacher or LSA.</p> <p>Can happen at either, immediate, summary or review stage of the feedback cycle.</p>
	<p>Review/Deep Marking</p> <p>Occurs away from the child at a later date</p> <p>2 stars and a next step – 2 skills mastered well and 1 skill to apply as a next step.</p>