



Inspiring all to learn, care and share

# Feedback Policy

Date of Publication : January 2015

<b>Date of Review</b>	<b>Key Changes</b>
May 2016	
September 2016	
May 2017	
April 2019	
June 2021	Use of Showbie features
November 2021	Simplified marking symbols
May 2023	Provision for SEN pupils

"Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve." Black and Williams (1998)

"The most powerful single moderator that enhances achievement is feedback." Hattie (1999)

## Rationale

Effective feedback should ensure all pupils have their learning evaluated regularly, so that success can be celebrated and so that they understand how to improve their learning over time.

Feedback is an integral and vital part of teaching and learning.

Our aim is to provide a rich culture of feedback between teachers and pupils using methods and techniques which research shows are effective, efficient and of the greatest benefit to the learner.

This policy recognises the significant time which written feedback can take so seeks to make the most effective use of teacher and support staff time and therefore incorporates the findings of the DfE Independent Teacher Workload Review Group.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf)

The policy is underpinned by some of the findings from the EEF Marking Review (2016):

- Careless mistakes should be addressed differently to errors resulting from misunderstanding. The latter can be best addressed by re-teaching with either a focus group or whole class. The former by simply indicating an error that needs to be identified and corrected by the child.
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to the marking.
- Some forms of marking, including acknowledgment marking, are unlikely to enhance pupil progress. Feedback should inform future planning and address misconceptions.

For these reasons, **the use of written comments is kept to a minimum.** In place of this, we use a combination of the strategies mentioned in this policy.

## Aims

- Celebrate pupil's work and effort.
- Help pupils improve their learning.
- Support teachers in planning future teaching and learning.
- Raise attainment across the school.

As the Education Endowment Foundation's (EEF) April 2016 review states,

*"Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvements in pupil's learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role or from peers."*

## Principles

- Show pupils that their learning is valued and to celebrate successes
- Give learners accurate feedback on their progress and achievement
- Clearly identify the next steps for learning
- Create appropriate dialogue with pupils where it will aid progression
- Ensure a high standard of presentation
- Maintain age appropriate consistency in feedback given across the school

Effective feedback is rooted in the principles of Assessment for Learning (AfL) which can be summarised as:

- Being embedded in the teaching and learning experience
- Sharing (and co-constructing) success criteria with learners (WIN lists)
- Helping pupils to know and recognise the standards they are aiming for
- Pupils being engaged in self- and peer-assessment

- Providing feedback, which leads the learner to recognise the next steps and how to take them
- Involving both the teacher and the learner reviewing and reflecting on the assessment information

Feedback should:

- Be an integral part of teaching and learning which is evident in all lessons
- Primarily be a verbal process that takes place between teachers and pupils
- Take place at the earliest opportunity to have the greatest impact on learning
- Look different in different year-groups and be age-appropriate
- Be based on a thorough understanding of individual children and their learning

Although this policy aims to reduce the amount of written comments made, it is still expected that teachers spend time reading children's work regularly, and carefully, in order to know them "inside out".

### How we provide feedback to children

When providing learners with feedback it is the objective and the success criteria which is the focus.

These can be related to the specific activity or the agreed year-group non-negotiables. Where appropriate in English, particularly at the end of a writing unit, teachers will share specific criteria for success at the beginning of the session. All pupils are expected to self-assess against the criteria.

Feedback, whether verbal or written, highlights successes and improvements needed against the learning objective (WIN lists). 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:

Type of feedback	What it might look like	Evidence(for observers)	
<b>Immediate-</b> within the lesson from verbal responses/ whiteboards, iPads. May be whole class/ group or individual	Verbal/symbols Given by any adult/peers May involve further support, challenge or a change of task. May re-direct the focus of teaching or the task. Does not need to be evidenced by written comments.	Classroom observations/learning walks Notes may be taken by adults during the process of teaching. Adults may use agreed marking symbols to show success/errors	
<b>Summary-</b> Takes place at the end of an activity or lesson Usually involves groups/whole class	Provides an opportunity for evaluation of learning in the lesson. May take the form of self or peer assessment against agreed criteria. May guide the teacher's further use of distance feedback, focussing on areas of need.	Classroom observations and learning walks. Evidence of editing and improving with blue pens. May also be evidenced in adaptations to planning, next steps in books/iPad or on marking sheets.	
<b>Distance-</b> Takes place away from the point of teaching. Provides teachers with opportunities for assessment for understanding	Should use marking sheets/book.	Use of annotations to indicate next steps. Use of marking sheets to indicate next steps Use of blue pen by children to edit or improve their work. Work on iPads shows improvement over time. Adaptations to teaching sequences seen in planning/marketing sheets.	
	Praise/ share		Basic Skills Errors
	Presentation Notes		Further support
	Misconceptions/Notes for next lesson		
	SEND progress evidence		

**We also recognise the importance of motivation for children.**

Specific rewards will be used to indicate children's overall effort and to keep motivation high. eg. gold stars, tokens, stickers, certificates. Additional gold star emojis can be used for appropriate learning.

**Pupil Response**

When a question is asked by a teacher, the expectation must be that the pupil responds/ answers in blue pen, verbally or using voice notes.


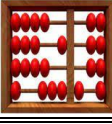
**Marking Symbols**

Symbols may be used during any of the three stages of feedback. All teachers will display the agreed marking criteria prominently in their classroom for children's reference and mark using the agreed symbols.

All teacher marks will be in green pen.

**I:** Independent, unaided work    **S:** Supported work    **V:** Verbal feedback given    **C:** Collaborative learning

	Leave finger spaces
	Hear the sounds (ear)
	Use Fred Fingers ( say the sounds)
	Pencil grip
	Check it makes sense/ read it back
	Punctuation error ( KS1 specify Aa . , ! ? "" )
	Letters/numbers are reversed
	Ensure handwriting is consistent and is formed correctly
	Ensure correct use of capital letters
	Refer to working wall
	Think it, say it, write it, read it
	Target
AP	Action Point- should be specific and focused rather than general comments. Where appropriate, an example should be given as a voice note

	Great effort (gold star)
SP x3	Correct this spelling
^	Missed word
W	Read back this does not make sense
E →	Explain your answer
	Use resources
.	Incorrect work will be indicated to the child orally where possible or with a dot
✓	Correct work will be indicated by a small tick.
✓✓	Great learning