



## **Feedback Policy**

**We are one family:  
Love for ourselves, for each other and for the  
world.**

**Confidence, Compassion, Curiosity**

**Approved by:**  
Headteacher

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## **Introduction**

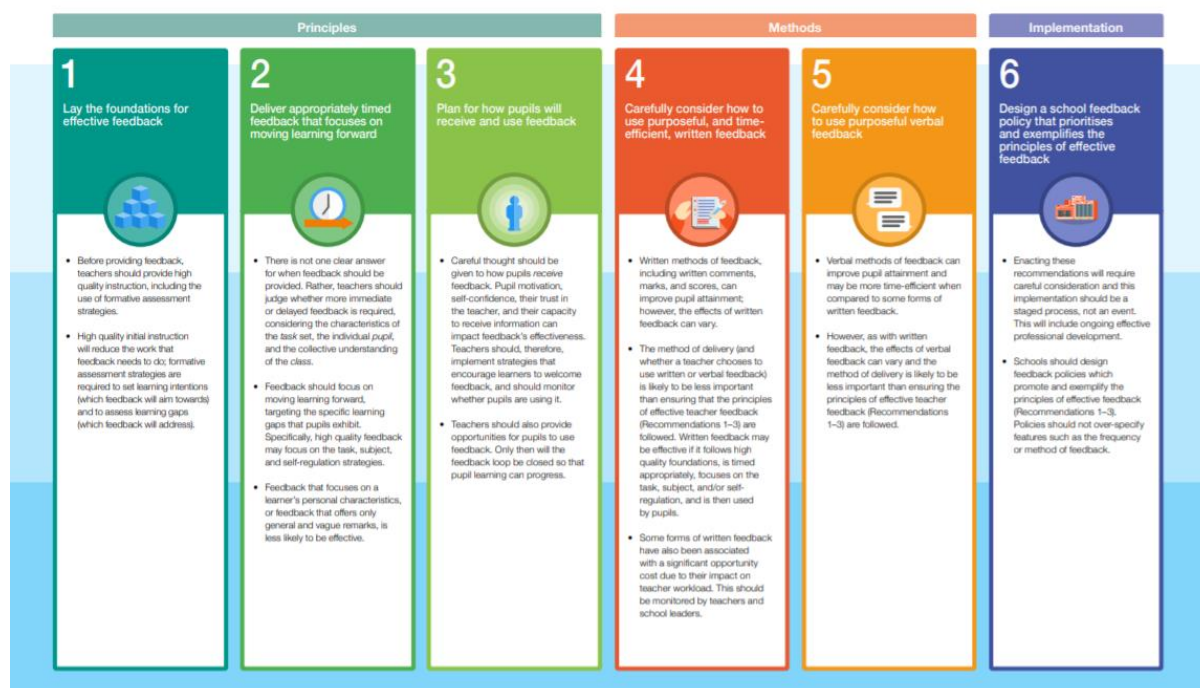
Feedback is defined as ‘information given by a teacher to pupil(s) about their performance that aims to improve learning.’ (Education Endowment Foundation- EEF). Providing high-quality feedback to children is integral to effective teaching. Equally, gathering feedback on how well children have learned a topic is important in enabling teachers to support pupil progress, build learning, address misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. Our policy is underpinned by the evidence of best practice from organisations such as the Education Endowment Foundation (EEF) and the Department for Education’s research into teacher workload that has highlighted written marking as a key contributing factor to workload. The aim of this policy is to ensure that feedback is **meaningful, manageable and motivating**.

## **Principles of purposeful and meaningful feedback at Stoborough CE VA Primary**

Our principles are focused around the guidance report published by the EEF ‘Teacher Feedback to Improve Pupil Learning’ June 2021. The report highlights the importance of moving beyond choosing between feedback methods, such as written or verbal, towards a renewed focus on the principles of effective feedback.

These key principles form the first three recommendations of the report and provide central messages that run throughout the guidance. They state that teachers should:

1. Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment;
2. Deliver appropriately timed feedback, which focuses on moving learning forward; and
3. Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.







### Guiding Principles:

- Evidence informed principles are at the heart of our practice, but we believe the method and timing should be left to a teacher's professional judgement. When and how to offer feedback is most appropriately answered by the teacher responding to the particular learning context of an individual pupil.
- Feedback empowers children to take responsibility for improving their own work; regular self-evaluation and peer assessment puts the onus on children to correct mistakes, rather than adults providing correct answers and doing the 'hard thinking' for them. Careless mistakes should be corrected by the child.
- Where possible 'live marking' should be used to give feedback within the lesson or as soon as possible thereafter.
- Children make the most gains in lessons when feedback is immediate and where misconceptions can be addressed at the point of learning. Feedback flags up misconceptions that can be addressed quickly.
- Formative assessment, exemplified in the table below, allows for effective feedback. 'Learning Objectives, or LOs are clarified and shared for each lesson.

**Figure 2: The five key strategies of formative assessment (William, 2018)**

	Where the learner is going	Where the learner is right now	How to get there
<b>Teacher</b>	1. Clarifying, sharing and understanding learning intentions and success criteria.	2. Eliciting evidence of learning.	3. Providing feedback that moves forward.
<b>Peer</b>		4. Activating learners as instructional resources for one another.	
<b>Learner</b>		5. Activating learners as owners of their own learning.	

- Feedback should improve the learner, not the work.’ (Dylan William) Feedback should refer specifically to the learning objective and be linked to success criteria. It may include reference to children’s individual targets e.g. those on a child’s Pupils Support Plan
- Feedback can be both written and oral and should be constructive and encouraging in tone
- Pupils’ working memory must not be overloaded by feedback

	Feedback more likely to move learning forward			Less likely
	<b>Task</b>  <i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i>	<b>Subject</b>  <i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i>	<b>Self-regulation strategies</b>  <i>Feedback is focused on the learner’s own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner’s own ability to plan, monitor, and evaluate their learning.</i>	<b>Personal</b>  <i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i>
<b>KS1 examples</b>	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: ‘You’re nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?’	In English, a pupil is struggling with letter formation. The teacher discusses this with them: ‘Let’s just look at how you are writing your ‘d’s. Can you see you have started at the top and gone down and done a loop? Remember we start writing a ‘d’ by doing a letter ‘c’ shape. Let’s try that again.’	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: ‘At the end of today I’m going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you’ll be able to finish? If you haven’t started on your eyes, make a start now.’	‘Great work—you’re brilliant at maths!’
<b>KS2 examples</b>	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features.  ‘Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?’	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: ‘Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we’ve learned, such as “rebellion” or “Iceni tribe”.’	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: ‘Look at our display of strategies that we’ve use to solve problems we’ve tackled in the past. I think one of those could help you to solve this problem.’	‘This is ok, but you are better than this!’

Examples taken from the EEF report, ‘Teacher Feedback to Improve Pupil Learning’ (2021)

- Pupils need to be given appropriate time to consider and respond to feedback. Pupils should respond to marking and feedback in purple pen.

- Areas of success can be highlighted with pink pen or highlighter. Where praise is given, it should be for a specific task, subject, or self-regulatory achievement (rather than more general praise and comments such as 'great work!')
- Plenary sessions should be utilised regularly as a forum for whole class feedback
- Pupils should receive some form of feedback for every piece of work.

### **Types of Feedback:**

#### **Verbal Feedback**

Verbal feedback is potentially the most effective form of feedback. The language of the classroom has an enormous impact on the children, and should create an ethos where speaking freely about learning including their mistakes is encouraged. Verbal feedback can be feedback from and to the adult, and from and to peers. Verbal feedback needs to be focused around the learning objective. Feedback can be given at an individual, group or whole class level. For younger children (FS/KS1) and some SEN pupils, verbal and immediate feedback takes priority, as many are unable to read written comments.

#### **Acknowledgement Marking**

This is a courtesy look at the work, and may include a tick or be initialled. It implies that some discussion took place during the lesson, which will have supported the child's learning. The acknowledgement simply informs others that the work has been looked at, dealt with orally by the class teacher, in a group or whole-class setting.

#### **Self-Marking**

At times, following strong modelling by an adult, children are given the opportunity to mark, correct and edit their own work. This is usually in response to success criteria or actual answers given by the teacher or teaching assistant. Self-marking should be done with a purple pen. When writing, children may use a dotted line to indicate spellings they are unsure of and will need to check during the editing phase of writing.

#### **Paired Marking**

Following strong modelling by the teacher, children may be asked to peer-mark as part of effective teaching and learning practice. They do this against the success criteria set out for the lesson. Children will sometimes be encouraged to make a short constructive comment (verbal) as to how the work could be improved. Children work in pairs so that the author has ownership of the work.

#### **In-depth Marking**

Specific pieces of work decided by the teacher, can be marked in more depth. The emphasis of the marking should highlight what has been done well and what needs further improvement. Quality marking should be focused upon the learning objective and success criteria or steps to success. Marking should be positive, clear and appropriate in its purpose and audience.

In-depth marking may include a simple prompt comment:

**An example prompt** - Extremely successful with all children but especially with those needing most support or at the earliest stages of learning. This prompt gives the children the actual choice of words or phrases e.g. which spelling is correct? (choice of three spellings)

**A scaffolded prompt** - This is suitable for those children who need more than a simple reminder and provides some support e.g. Can you describe how this person is a good friend? Describe something which happened to show they were a good friend. He showed me he was a good friend when...(finish the sentence).

**A reminder prompt** - This simply reminds the children of what needs to be improved e.g. use finger spaces between words

**A challenge-** e.g Now tell me more about the atmosphere in the forest.

## **Foundation Stage**

In reception the focus is on giving oral feedback to the children. Adults model and equip children with the vocabulary skills necessary to talk about their work. Staff also write comments/gather evidence through observations, that contribute to future planning opportunities for individuals and is part of the process of gathering information for the FS profile.

### **KS1**

Children in both years 1 and 2 will be given some forms of written feedback and will recognise and respond to symbols in-line with the marking criteria.

### **KS2**

In KS2 oral feedback still plays a key role during lessons. There will also be greater emphasis on written feedback in-line with the KS2 marking criteria. Any in-depth marking away from the children should be planned within the teaching sequence with the expectation that they have a follow-up lesson to edit, re-work and improve a section of work.

## **Adult Marking**

Teachers and TAs mark work using a pink pen for successes and green pen to identify next steps. Staff will consistently use this colour for marking purposes. Children edit and respond in purple pen.

## **Monitoring and Evaluation**

Through regular book looks, learning walks and subject specific monitoring, the Senior Leadership Team and subject leaders will monitor the implementation of the Feedback policy across the school. SLT will not be looking at or judging the frequency of different types of marking/feedback but rather focusing on quality and progression of children's work, including consistency in presentation and the overall positive impact of any feedback given. Pupil voice will also be used to evaluate the relevance and impact of feedback.

## **Equal Opportunities**

This feedback policy, our feedback systems and marking procedures employed encourages the practice of inclusion for all. We recognise that for some children there will be crossover between EYFS/KS1/KS2 procedures on a needs basis.

**Appendix 1: Example of whole class feedback sheet:**

<b>Next Steps in learning/progression:</b>	<b>Misconceptions/errors:</b>	
	<b>Further support: (When? How? who with?)</b>	
	<b>Spellings/vocabulary:</b>	
<b>Good examples:</b>	<b>Presentation issues:</b>	<b>Incomplete:</b>
		<b>Absent:</b>

## Appendix 2 – Marking Code



Progress pink.



Growing green.



Purple pupil response to feedback.



I have read your work.



You have worked really hard.



You have given a deeply spiritual response about yourself, others, the world and beyond, or the divine.

**Sp** Check your spellings.



Check your handwriting/letter heights.



Check you have used CAPITAL letters correctly.



Check you have left a space between each word.



Check your punctuation . ? ! ,



New paragraph/New Line.



Use a more adventurous word.



Reread and improve.



An extension task for deeper learning.

I Independent work.

AS Adult Support.

Int Intervention.

S Supply Teacher.