



FEEDBACK POLICY

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Lead	HT

Research on effective feedback

EEF and DfE have both published reports on what constitutes effective feedback. Recommendations from these reports are included in this policy

Principals of good feedback:

- The sole focus of feedback should be to further children's learning and move them on.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification. Feedback is for the child, not for adults.
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson.
- The 'next step' is usually the next lesson.
- 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.
- Feedback must always identify the elements that will move a child's learning on, and should not focus on presentation, speed, quantity etc. There should be high expectations that a child will present work well, write neatly and complete work.
- High quality instruction and modelling should mean that children are able to refine their own work without detailed feedback.
- Feedback should not impact negatively on teacher workload.

Methods of feedback:

- Written feedback (including ticks and crosses) can improve attainment if it is very clear and accessible to the child (short, readable, next steps given)
- Self-marking encourages a child to identify whether they have met the learning objective by having a checklist of features or an answer sheet.
- Peer-marking can work very well as by marking another child's work every child gets to compare their work to their peers.
- Verbal feedback can save time but also be more powerful as the child can respond immediately.

We encourage teachers to use their professional judgment to decide when is the right time to provide verbal feedback, to mark with a tick, when it needs highlighting, or when a next step comment is the right approach. This judgment needs to be based on what will most positively impact that child's progress.

Feedback in Books

There are several ways a teacher could choose to mark a child's work. The type of feedback will depend on the task, the expected outcome and the stage of development of the child.

Every piece of work MUST be acknowledged by the teacher who has taught the lesson – initials should be written at the end of the piece of work, regardless of which method of feedback is used.

Teachers must mark in green pen. Children must use red pen for any self-marking or corrections.

Regardless of the method of feedback, it must be clear that a child's work is improving. This will be seen by:

- Errors in one piece of work not being evident in the next piece of work
- Learning being maintained and built on with increasing consistency

Highlighting

- Highlighting well-chosen vocabulary, phrases, punctuation or grammatical features is very effective in writing books. This would be highlighted in green
- Highlighting incorrect punctuation, common words spelt incorrectly, missing capital letters or sentences that don't make sense will help to show a child very clearly where the errors are. This would be highlighted in pink.
- When work has been highlighted, written comments are not required.
- Where a child has pink highlighting on their work, they must be given time to correct the errors in the next lesson (adding punctuation, finding out how to spell words correctly or rewriting a sentence).
- Teachers should move from highlighting an error in pink to putting a pink dot at the end of the line – this encourages a child to find the error in their work and correct it.

Marking

- In maths or any other subject where an answer is either right or wrong, ticks and crosses should be used.
- Where an answer has been marked incorrect with a cross, children must be given the chance to try again and correct their work.
- Marking is most effective when it is 'live' – the teacher marking during the lesson to give instant feedback to a child.

Written Feedback

Written feedback, where the teacher writes a comment on a child's work, should only be used for the following reasons:

- When the child is able to read the comments themselves and act on them (think about age and reading ability)
- When the comments have been written for an adult to read (often to remind the teacher for assessment purposes)
- When next steps are suggested that will be revisited by the teacher

Verbal Feedback

Verbal feedback is the most effective. It can be used in any lesson for any subject:

- To explain where a child is going wrong so that they understand how to put it right within the same lesson
- Where a teacher works with a group of children who all have the same misconception and gives feedback on how they could be more successful.
- In a writing conference where a teacher will model for a child how to improve their work
- One to one where a teacher will ask questions about work a child has completed that could be improved.

Whenever verbal feedback is given, the teacher must write VF at the bottom of the piece of work.

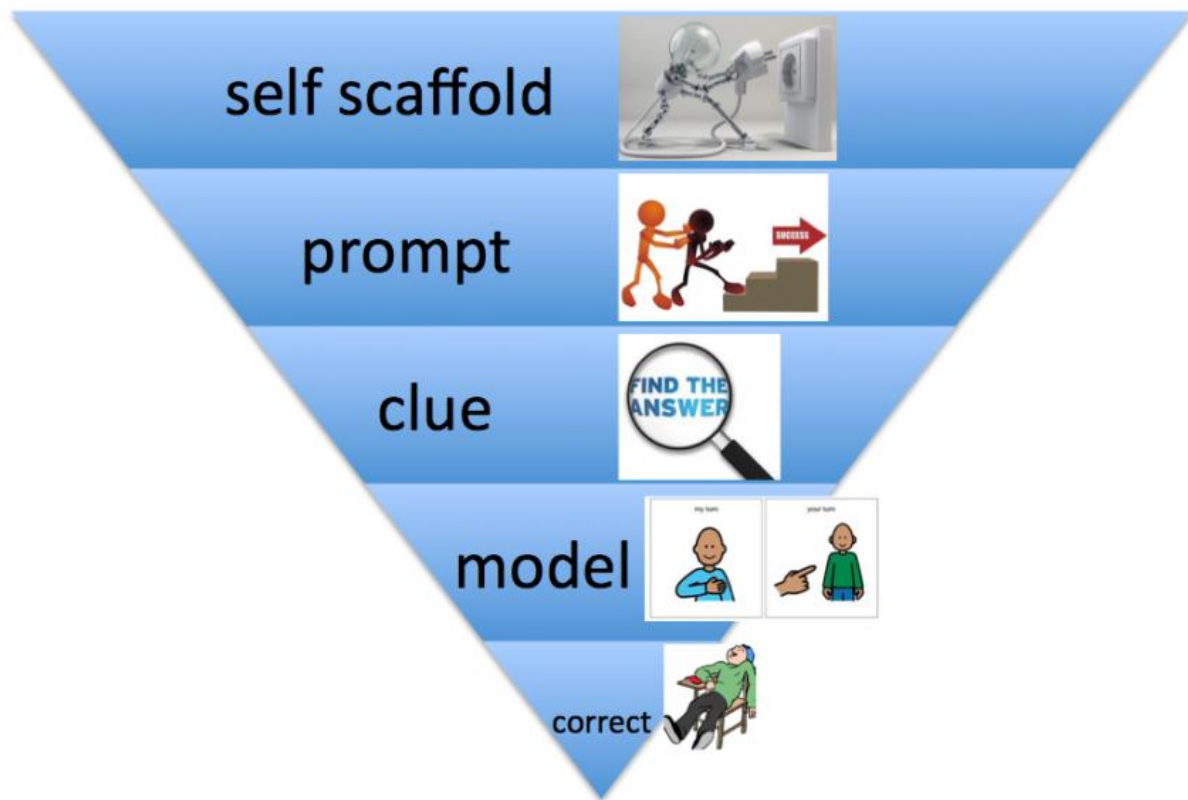
Online Instant Feedback

When children are using one of the learning Apps or programmes, their work is marked instantly and they can see what they have got wrong. In most cases there is no support or modelling for the child or opportunity to see why their answer is wrong. Teachers must be aware of this and monitor progress on these programmes:

- Spelling Shed
- Maths Shed
- Accelerated Reader
- Lexia
- Times Table Rockstars
- Learning By Questions (although this programme does provide teaching points and an opportunity to try again)

A guide to effective feedback

Teachers must plan carefully so that children are able to 'self scaffold'. Putting more effort and thought into delivering the lesson will cut down on workload needed to model and mark work that a child has misunderstood.



Self Scaffold – most children can work independently after teacher input, and recognise that their work is correct. They know how to correct their own work after the teacher has demonstrated through modelling.

Prompt - some children may need an adult to prompt them to look for errors (e.g. look for the capital letters and check they are in the right place) or remind them of the instructions.

Clue - this is where highlighting would be used to show a child exactly where the correction is needed.

Model – where mistakes are due to a genuine misconception, the teacher may need to model again for the child to make sure they understand before moving on.

Correct – the teacher only needs to correct mistakes in a small number of cases as children have already done this independently, and the work is correct.