



# Feedback Policy

## May 2022

## Introduction

The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback throughout our school.

Sutton Trust- For feedback to be effective it should 'be given sparingly so that it is meaningful'  
The feedback process must not work in only one way eg teacher to child. It must lead to actions by the teacher in further lessons.

All members of staff should have high, but realistic expectations of the work that each individual can achieve and ensure that the quality, quantity and presentation of work meets the standards required (see teaching and learning policy and presentation policy).

Feedback is a timely means of communication with pupils about their individual progress; it should inform the next step in their learning. Live marking or 'in the moment marking' can be used as well as whole class or group feedback at the start of the next lesson. This process may include marking in maths or in quizzes or tests, but will mainly be through verbal feedback during the lesson.

### Why do we give good verbal feedback during the lesson?

- To assess and discuss with children what they are learning
- To intervene in a timely way if children have not understood a task or to further challenge them if they have
- To address misconceptions or errors
- To motivate further by praising current achievements
- To inform the next step in learning so that children know what they need to do in order to improve.
- To provide ourselves with feedback on how well pupils have understood the current work so that we can plan the next stage of teaching and learning.
- To enable teachers to make judgments about pupil attainment, particularly in regard to assessment levels to support ascertaining standards

By giving timely feedback, teachers demonstrate to children that their efforts are valued; this gives additional purpose to pupils' work. If children are not given constructive, specific feedback, they will not know whether their work is good/bad/indifferent, and may lose interest or not produce work of such quality in future.

### When do we give verbal feedback

- Ideally whilst the work is in progress
- At least at the completion of a piece of work
- As soon after the completion of the work as is possible
- In Maths the use of 'five and fly' is used. Where five calculations are answered correctly the child will move on. This may be self or peer marked and not always by the teacher or teaching assistant.

It is good practice for teachers to move around the room giving feedback, marking and commenting whilst the children are still working. Teachers may choose to have a focus group each day depending on the outcomes from previous learning or to ensure support and scaffolding.

### How to give feedback

- Verbally during the lesson
- After looking through books when the lesson has finished and completing a feedback sheet or amending the next lessons teaching

Pupils and teachers should know what the particular focus is for the lesson that is being assessed eg. Accuracy of tense or a specific grammatical point. If the teacher has been encouraging the use of descriptive language, then

those words and phrases thought to have been well used will be highlighted. During the lessons children will engage with working walls and success criteria. Common errors and teaching points will be displayed, these are examples of things that children may struggle with, this will be collated during the lesson and displayed on a flip chart or working wall. These are misconceptions that have been pre-empted and have been shared with the pupils. This will help children take responsibility for their work and be able to work through new learning by using the success criteria or genre checklists'. For example 'Did I put each numeral in the correct place?' The more these check lists are used then the higher the likelihood is that they will be stored in the long term memory. Success criteria will be formed with the children during the teaching and modelling section of a lesson. This will be displayed on a flip chart, washing line or working wall so children know what should be included and what they will be assessed against.

## **Types of feedback**

**These can be used during 'live feedback' or as part of the whole class feedback in the next lesson**

### **Self checking and peer feedback**

- Pupils can be given answers to calculations, spellings or quizzes towards the end of a lesson and self-mark
- Pupils or peers will forensically inspect their work from the previous day against success criteria and whole class feedback and this leads to further thinking
- Correcting and editing errors and re drafting sections of work will lead to a higher quality work over quantity of work. This takes place during dedicated improvement time (DIT). These skills need to be taught and modelled and the children will need guidance from their error checklists and success criteria to keep them focussed.

**The re-drafting approach** is where the teacher gives whole class feedback at the start of the lesson. They highlight specific errors. It must be noted that there is a difference between error spotting and improving content. To redraft a section will require the child to have a growth mindset. Teachers will use a visualiser or extracts of works so the class can improve them all together and the teacher can model the process.

To avoid children repeating mistakes the next steps for learning that are identified during marking and feedback should form the next lesson. Where errors are embedded, further teaching needs to take place. Editing pens and redrafting slips will be used to show editing or redrafting that has taken place after feedback or during DIT. Changes that happen during the first draft will be in the same colour as the rest of the writing.

### **Editing spelling errors**

Marking spellings can create difficulties. As a general rule, teachers should indicate if spellings need correcting. Sometimes this will be underlining the spelling (KS1) and sometimes it will be an indication of the paragraphs or line where the error occurs (end of Year 2 onwards). Teachers should use their professional judgement when deciding how many spelling mistakes to highlight. They may choose to focus on tricky words and spelling rules that they know have been taught for further practise. Children using phonetically plausible spellings may have positive attempts left or the correct phonemes ticked. Repeated spelling mistakes need re teaching or opportunities to practise. Teachers will cue children in at the start of the lesson or pull out 3 or 4 to practice between lessons.

When feeding back on children's written work you should comment on the overall intention and effect of the piece, including a positive comment, any targets that have been achieved or partially achieved, and any targets still to be reached and how to move towards them.

**Quality feedback by the teacher will offer prompts to help close the gap and move learning closer to achieving the learning objective.**

**Constructive feedback** praises the positive aspects of the work and gives a next step target that is understood and achievable.

### **Things to consider when giving feedback**

- Has the child understood the task and responded appropriately?
- What has the child positively achieved?
- Is there evidence of achieving the success criteria set for this piece of writing?

- Are there targets not achieved?
- Are there any other aspects on which action is needed?
- Is the piece of work dated, does it need a title?
- Drafting of work on whiteboards etc is useful and to be encouraged. Children may realise their own mistakes when reading over their work, either to themselves, to their teacher or to the other children. Discussion by children on each other's work can be a valuable exercise in assisting language development as well as increasing learning within a curriculum area. This is an ideal mini plenary activity.
- Has peer assessment by children already taken place?
- There are times when it is appropriate and valuable for children to mark their own work, e.g. when going through mental maths work, Fred fingers work.
- Oral feedback is aimed at helping the child attain a higher level and emphasises the good work already being achieved.
- When marking formal tests, the given format is to be used.
- When marking writing, highlight the words/phrases/sentences that meet the lesson objective/success criteria. Place an asterisk and question mark where things need checking or improving then give 2 minutes for improvements to happen at the start of the next lesson.
- Have you shown where there was success?
- Does this work indicate improvement?
- If the pupil needs to make improvements is there planned time? (DIT)
- Do you need to re-mark the improvements?

### **Improvement Prompts**

- A reminder- remember what happens to digits when you divide by ten
- A question- which of these two answers is correct?
- A directive- come and explain how...
- An unfinished sentence- When we divide by ten all the digits move....
- If these are all correct can you tell me the rule
- Problem solve- Two of these ten are wrong can you work out which?

Feedback is aimed at what is right as much as what is wrong. Children, like all of us, respond better to praise for their achievements rather than criticism of their shortcomings. It is important that the children can articulate their next steps for learning from EYFS and across subjects. Where verbal feedback has taken place it should be evident in the subsequent work that improvements have been made.

### **Early Years (see appendix 1)**

Children in Early Years are given feedback through teacher led sessions and when adults have joined in with their child led learning. When a child writes something in provision the adult will date it and provide instant feedback. The adult will use a key to indicate if the writing was

CL- Child Led

AL- Adult Led

I- Independent

S- supported

The writing will be dated as well.

### **Key Stage 1 ( ? ✓ )**

**A green tick or green highlight is used when a child meets an objective**

### **Marking symbols**

I-independent

S- supported (state how)

Sp- in margin to encourage child to check for a spelling mistake

?- in margin to encourage a child to check for sense

NS- Next step target (to be discussed during lesson or at the start of the next lesson)  
Tick or highlight in green learning objectives that are or check lists that have been applied.

**From February in Year 2** a dot in the margin will encourage children to check their work. Children should re read and edit.

In Maths adults will tick or question mark calculations. They can add a question mark if something needs checking or expanding on. This encourages self reflection.

In written work adults will add question marks where work needs checking or expanding on. This may be at the start of the sentence or paragraph to encourage independent editing. A tick can be used where a child has shown a new piece of understanding or met a specific objective.

Teacher may use a written or visual reminder at the start or end of work to help pupils know their next steps and targets. This will be written as NS (next step). With younger children this may be a spelling to practise 5 times or a letter formation to practise 5 times. The teacher will model the correct version.

Eg.

NS **went**, went, went

### **Editing pens and slips**

When children are improving and editing their writing they may use a purple pen or place an editing slip into their books to show the improvements. This is a flap of paper showing the improved paragraph that is stuck into the book on top of the original. Children write on alternative lines in all books to allow space to make spelling or grammar edits.

Review May 2023

