



FEEDBACK POLICY

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Date approved by Governing Body: _____



Purpose

The purpose of this policy is to ensure an effective approach to providing pupils with feedback in order to move their learning forward. We have used research from the EEF on Teacher Feedback to Improve Pupil Learning to underpin the review of this policy.

Aims and objectives

We provide feedback to pupils in order to:

- show that we value the children's work and efforts, and encourage them to value these too;
- provide pupils with a clear path for improvement;
- help pupils understand how well they have met the learning objective;
- share expectations;
- gauge the children's understanding, and identify any misconceptions to close the gaps, or challenge further;
- provide a basis for both formative and summative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

Principles of Feedback

Laying the foundations for effective feedback

Providing explicit instruction (5 a Day)

In delivering effective teaching, teachers:

- build on pupils' prior knowledge and experience;
- establish and share the learning objective to provide the teacher and pupils with a shared understanding of the 'concept of quality' that they are aiming for. Feedback can then be used to move pupils towards this concept;
- avoid overloading pupils' working memory by breaking down complex material into smaller steps;
- encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills;



- deliver a carefully-sequenced curriculum which teaches essential concepts, knowledge, skills, and principles;
- are aware of common misconceptions and prepare strategies to counter them;
- plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning;
- adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all.

[Check for understanding.](#)

We use a range of strategies to check for understanding in order to provide meaningful feedback.

Deliver appropriately timed feedback that focuses on moving learning forward

Teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil and the collective understanding of the class. Feedback should be provided during the current or before the next session.

Compared to the timing of feedback, the evidence on what to focus feedback on may offer a clearer message. Feedback should focus on moving learning forward, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves. For examples on moving learning forward via feedback, [refer to page 22](#) from the EEF guidance.

Specifically, high quality feedback can focus on the task (its outcome and advice on how to improve when doing that specific type of task), the subject (and the underlying processes within that subject), and self-regulation strategies (how pupils plan, monitor, and evaluate their work). The key distinction to make is to ensure that feedback is directed towards the task, subject, and/or self regulation—it is less likely to be effective if it provides a general comment about the pupil's characteristics.

Plan for how pupils will receive and use feedback

Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.

Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.



Methods

The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (the principles above) are followed.

Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.

Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload.

According to the EEF, policies should not over-specify features such as the frequency or method of feedback.

To ensure the principles of effective feedback are met, we use a combination of the following:

- Whole class feedback
- Same Day Catch Up
- Metacognition strategies including self and peer assessment.
- Marking codes for assessing success against the LO and addressing the mechanics of writing.

Monitoring and review

This policy will be reviewed annually with staff, taking into account recent research into providing effective feedback and actively encouraging the contribution of staff.

Monitoring will take the form of book scrutiny, involving members of the leadership team and possibly improvement partners. Learners should be involved and planning used to ensure that all systems are used effectively to make the feedback process as impactful as possible.

Any issues identified will be subject to follow-up monitoring.

Appendix 1: Marking Codes - Early Years - Nursery/Reception

Symbol	Description	What it means	What I need to do
✓✓	Double tick	I met the LO	Reflect upon what you did to meet the LO
✓	Single tick	My teacher likes this.	Congratulate yourself on your good work
•	Dot	Wrong answer.	Correct it.



Tue <u>S</u> day	Underlined letter	Capital letter used incorrectly or omitted	Correct it. Begin in Summer Term in Reception
○	Circle around letter	Something is wrong with this letter/number	Correct the letter/number e.g correct the formation of the letter Begin in Summer Term in Nursery



Appendix 2: Marking Codes – Year 1 and 2

Symbol	Description	What it means	What I need to do
✓✓	Double tick	I met the LO	Reflect upon what you did to meet the LO
✓	Single tick	My teacher likes this.	Congratulate yourself on your good work
•	Dot	Wrong answer.	Correct it.
sp	Sp written by the word	I should know this spelling.	Correct it.
Tue <u>S</u> day	Underlined letter	Capital letter used incorrectly or omitted	Correct it.
~~~~	Wavy line under a sentence	This doesn't make sense. E.g Grammar	Rewrite it.
P	P written by the missing punctuation	I've missed some punctuation	Add it in.
^	Small arrow	A word is missing	Add it in.
○	Circle around letter	Something is wrong with this letter/number	Correct the letter/number e.g correct the formation of the letter/number



### Appendix 3: Marking Codes – Key Stage 2

Symbol	Description	What it means	What I need to do
✓✓	Double tick	I met the LO	Reflect upon what you did to meet the LO
✓	Single tick	My teacher likes this.	Congratulate yourself on your good work
•	Dot	Wrong answer.	Correct it.
sp	Sp written by the word	I should know this spelling.	Correct it.
Tue <u>S</u> day	Underlined letter	Capital letter used incorrectly or omitted	Correct it.
~~~~	Wavy line under a sentence	This doesn't make sense. E.g Grammar	Rewrite it.
P	P written by the missing punctuation	I've missed some punctuation	Add it in.
/	Slash	I've missed a space	Improve this area of work next time I write it.
//	Double slash	I should have started a new paragraph	Make sure I understand when to start a new paragraph.
^	Small arrow	A word is missing	Add it in.
○	Circle around a word/letter/number	What's wrong with this?	Identify the error and correct it.

Children **MUST** be given time to comment and improve on their work.