



THE DISTRICT

CE PRIMARY SCHOOL

Feedback Policy

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The caring path to achievement, reflecting the values of Christ.

FEEDBACK

This policy has been devised as a result of consultation with pupils and staff; research into good practice on the effectiveness of marking and feedback strategies and guidance from “Eliminating Unnecessary Workload Around Marking” document (March 2016).

At The District, our aim is to create a culture of rich and effective feedback between teachers and pupils. This policy aims to provide teachers with more freedom to make a professional judgement about which type of feedback strategy will work best in a variety of learning situations.

Our policy on feedback is based on the following principles:

- The sole focus of feedback and marking should be to further children’s learning: feedback enables students to know and understand what they have done well and why, what to improve and how;
- Evidence of feedback and marking is incidental to the process- we do not provide additional evidence for external verification;
- Feedback is an integral part of the process of responsive teaching, which is evident in all lessons;
- Feedback delivered closest to the point of action is most effective and as such, feedback delivered in the lessons is more effective than comments provided at a later date;
- Feedback should empower children to take responsibility for improving their own work. (The onus for correcting and improving work should be on the child; this needs to be modelled and taught, so that it becomes a natural part of the working process);
- The use of oral whole-class feedback is essential to reinforce key learning points;
- There should be an opportunity for pupils to respond to feedback in all lessons;
- Feedback will look different in different year groups across school and be ‘age- appropriate’;
- Feedback is part of assessment processes in the classroom and is primarily verbal;
- Feedback is a two-way process: teachers will learn and be able to adapt their instruction from the feedback they receive from pupils within lessons; pupils will be able to learn from effective feedback they receive;
- Written comments in books should only be used as a last resort for pupils who cannot locate their own errors. Any written comments should be accessible to pupils according to age and ability;
- Our marking symbols provide quick written feedback. All pupils should be aware of what the symbols used in their work mean;
- Feedback is based on a thorough understanding of individual pupils and their learning. Although this policy aims to reduce the amount of written comments made, there is still an expectation that teachers read pupils’ work regularly and carefully in order to identify misconceptions;
- Spelling expectations/ corrections are dictated by ability/ year- group expectations and whether the spelling has already been given/ taught.

Our pupils tell us that:

- ✓ Feedback during the lesson is the best way of helping them to improve their learning;
- ✓ They value feedback and support from their peers;
- ✓ They like strategies that show them easily and quickly what they have done well and what they need to improve.

Feedback and Marking in Practice.

Feedback occurs in one of the four common stages in learning.

1. Immediate feedback– at the point of learning.
2. Summary feedback – at the end of the task/ lesson.
3. Next lesson whole-class/group feedback, after the teacher has reviewed the learning from the previous lesson.
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has secured a learning objective.

Type	What it looks like	Evidence
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Immediate Feedback	<ul style="list-style-type: none"> ✓ Includes teacher gathering feedback from teaching within the lesson. ✓ Feedback could be given to individuals, groups or whole classes. ✓ Often given verbally to pupils for immediate action. ✓ May be given by adults (including LSAs) or other pupils. ✓ Support or further challenge may involve working with an adult. ✓ May re-direct the focus of teaching/ task. ✓ May include highlighting, modelling or annotations according to the marking code. ✓ May include on-going use of checklists and reference to learning walls. 	<ul style="list-style-type: none"> ✓ Some evidence of highlighting, annotations, modelling or use of marking code. ✓ V marked at the point of intervention. (By child or adult) ✓ Improvements evident in books - either through editing or further work. ✓ Adults working alongside pupils. ✓ Peers supporting each other to improve learning. ✓ Tick or fix. ✓ Learning stops.
Summary Feedback	<ul style="list-style-type: none"> ✓ Takes place at the end of a lesson or activity. ✓ Often involves groups or classes. ✓ Provides opportunities for evaluation of learning in the lesson. ✓ May take the form of self or peer assessment against an agreed set of criteria. ✓ May re-direct the focus of the next lesson. ✓ May lead to intervention strategies prior to the next lesson. 	<ul style="list-style-type: none"> ✓ Pre/post interventions as a result of outcomes. ✓ Some evidence of self and peer assessment. ✓ May include use of checklists/ success criteria. ✓ Findings/ evaluation noted on lesson plans.
Class/group next lesson feedback.	<ul style="list-style-type: none"> ✓ Takes place at the start of the next lesson, after teachers have reviewed the previous learning. ✓ May lead to adaptation of future lessons through planning, re- grouping and adaptation of tasks. ✓ Addresses misconceptions. ✓ May provide a focus for independent/ peer editing/ review. 	<ul style="list-style-type: none"> ✓ Editing and improvement time evident in planning and lessons. ✓ Fluidity of groups evident. ✓ Pupils' responses to feedback- corrections /editing/ improvements evident. ✓ Adaptations to teaching sequence in planning
Summative	<ul style="list-style-type: none"> ✓ Provides teachers with opportunities for assessment of understanding. ✓ May include retrieval tasks, quizzes/ tests etc. 	<ul style="list-style-type: none"> ✓ Quiz/ test results. ✓ Adaptations to teaching sequence in planning. ✓ Interventions/ additional support or challenge.

Practical Guidance on the approach to feedback at The District

- Teachers and TAs use observations and over-shoulder “marking” while pupils are working. (Some pupils e.g. PP may be prioritised for checking in the lesson.) Any feedback conversation is marked with a V in the margin.
- If a general whole-class/ group error or misconception is spotted, the teacher/ TA may call a learning stop to address the issue. (Observed issues may be added to the feedback grid.) Learning stops can also be used for pupils to share work and provide feedback to their peers.
- The teacher/ TA may carry out a summary feedback on the session’s learning at the end of the lesson.
- Any books/ work that still need to be checked are handed in at the end of the lesson. The teacher analyses the common errors being made. Each piece of work is ticked to acknowledge that it has been

checked. Any basic errors (e.g. GPS errors in English and number fact errors in maths) may be indicated using the school's marking/editing symbols. Teachers may add praise comments or stickers, where needed, to indicate work that shows particularly good effort on the part of the student. During the book analysis, the teacher makes notes on their feedback grid, using the template below.

Feedback Sheet

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

During the next lesson, a short 'Feedback Session' will take place. Pupils in Y2 - 6 use green pen to correct or edit their work. Year 1 will take part in whole class feedback discussions and by the summer term will also follow this approach.

What a Whole class/ group "Feedback Session" looks like

Teachers use the grid notes to provide feedback on the previous lesson. (This should take approximately 5-10 minutes in a typical lesson, although it can be longer or shorter, dependent on need). The feedback session typically has three layers – individual feedback, group feedback and whole-class feedback. A session might contain some of the following elements:

1. Share feedback with individuals (teacher or TA)
2. Share feedback with groups (teacher or TA)
3. Share feedback with the whole class
4. Share good work, picking out the key features (perhaps using the visualiser.)
5. Common basic errors may be shared and retaught – e.g. a teacher may write a sentence/calculation containing the common mistake rather than using actual pupils' work and ask pupils to identify the mistake and correct it. Teachers may reteach any words that were spelled incorrectly by groups of pupils or model handwriting/ join irregularities. Pupils then get the chance for deliberate practice.
6. Common misconceptions from the previous lesson are shared and re-taught. Pupils may practise the skill on whiteboards etc.
7. Pupils may then respond to the feedback given.

Example feedback grid

Work to Praise and Share	Need Further Support
<p>Saba – excellent vocabulary choices</p> <p>Anees – description in opening (show under visualiser)</p> <p>Sophie – great dialogue (show under visualiser)</p>	<p>Hayden, Tanima, Aqib – Noun/Verb agreement is weak. Check through with adult during lesson.</p> <p>Selena, Tom - Not finished.</p> <p>Josie – Absent</p>
Presentation	Basic Skills Errors
<p>Great</p> <p>Show Sophie’s book – good e.g. of setting out speech and correct punctuation placement</p> <p>Reagan, Lena – errors not corrected with a single ruler line</p>	<p>Correct placement of punctuation at the end of direct speech is poor – model next lesson with Sophie’s book</p> <p>Spellings –</p> <ul style="list-style-type: none"> • extraordinary • unconscious • symbol <p>Teach and check with mini-whiteboards</p>
Misconceptions and Next Lesson Notes	
<p>Problems with tense - Swapping from past at start to present later on. E.g. Jack’s work. Need to reteach key points from previous lesson.</p> <p>Next lesson - show these sentences and identify the error. ‘The car skidded to a halt in front of the town hall. A tall man gets out and runs towards me.’</p> <p>Rewrite on whiteboards then check own work for errors with tense.</p> <p>Harley, Safa, Mariyah have no tense errors - complete challenge task identifying errors in levels of formality.</p>	

Feedback & Marking Symbols

Focus of task/ level of independence <i>These may be on teaching slides/ written by pupils or TAs</i>	General feedback / acknowledgement <i>(At the point of learning/ after learning)</i>	Indicator for children to revisit work <i>(At the point of learning/ after learning)</i>	Presentation <i>((At the point of learning/ after learning)</i>
S - supported / partner learning	<ul style="list-style-type: none"> ✓ - Correct response • Incorrect response 	/TTM - Talk to me/ your teacher. <ul style="list-style-type: none"> • incorrect response 	- Write on the line.
I - independent learning	<ul style="list-style-type: none"> ✓✓ - Evidence of year-group standard 	<ul style="list-style-type: none"> Missing punctuation/ error (Autumn Term) Sp Correct spelling 	UL - Underline.
R - revisit/ retrieval	<ul style="list-style-type: none"> V -Verbal feedback given - Good effort / attainment 	<ul style="list-style-type: none"> Check meaning/ grammar A Missing word KS1○ Missing full stop KS2 * Find a more effective word. 	P - Good presentation/ handwriting
PL - prior learning	Pace needs to improve.	UKS2 New paragraph	- Presentation/ handwriting warning

These symbols have been developed to:

- Show that an adult has seen the work
- Record the level of independence/ task focus

- Indicate revisit/ returns to pupils
- Recognise effort / indicate attainment to the pupils
- Reinforce presentation standards
- Reduce the need for time-consuming, written feedback
- Ensure consistency of approach across school.

The symbols are used alongside verbal and whole-class feedback. Symbols may be used by TAs and pupils. They are to be used when necessary/ appropriate. There is no expectation to “double” mark e.g. if a child is identified for praise for their presentation in class feedback or is given praise at the point of learning, there is no expectation to add the corresponding symbol. Providing directed independent and peer editing opportunities in the lesson should reduce the number of symbols used by staff. Time to respond to any marking must be built into every lesson.

Covid Addendum

Covid Risk Assessment: “Staff will modify their teaching approach to stay at the front of the class and maintain a distance from children and young people in their class (not applicable to EYs) as much as possible (ideally 2m), particularly close face-to-face support (noting that this is not possible at all times, which is why hygiene and hand cleaning is so important). Time spent within 1m of any adult or child/young person should be minimized.”

Impact of Feedback and Marking

Staff must minimise any risk raised by marking/ feedback.

Avoid handling books and cross-contamination where possible:

- pupils and staff will not share equipment/ resources;
- pupils will not mark each other’s work;
- where applicable, pupils can check and mark their own learning in class and feedback to the teacher;
- “over-shoulder” marking can be carried out succinctly from behind a pupil, with the pupil scribing/ editing;
- books can be left open at break times / lunch. Teachers/ TAs can jot feedback issues on the standard template and feedback verbally;
- individual feedback must be given succinctly and from a safe distance;
- prioritise any books that may need to be looked at and pupils who need intervention at the point of learning. (TAs can be directed to the same key pupils.);
- Identify marking focus: minimise written comments. Use symbols for speed.

If handling is unavoidable, staff will sanitise hands and surfaces before and after handling pupils’ books - this can be done as often as the teacher feels is practical. Books/ work should only be taken home if it is absolutely necessary.

Remote Learning

- Work will be uploaded onto Class Dojo. Feedback will be given through Class Dojo and Teams meetings. Direct feedback can also be given through specific learning platforms, such as Reading Plus.
- Remote feedback follows the school’s rationale and principles for feedback: to further children’s learning. It should be manageable and given within the school day. There is no expectation for teachers to respond to parental queries or provide feedback after 5.00pm.