Effective Feedback Policy

Principal: Joanne Munro
Chair of Governors: Charlotte Flower

1. Statement of Intent

Peover Superior Primary School understands that the effective use of feedback can have a powerful influence on pupils' learning and progression. This policy aims to ensure that feedback:

● Informs pupils about what they have done well and highlights areas for improvement.

● Is valued by pupils; motivating and supporting their confidence in learning, contributing to accelerated learning.

● Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.

2. Aims:

- To provide a consistent approach to feedback across all stages and classes.

- To intervene at the point of need to ensure misconceptions addressed and same day interventions occur during the lesson.

- To provide children with relevant and constructive feedback.

- To ensure pupils engage with feedback from teachers.

- To inform teachers of children's progress and needs for future planning.

- To involve children in part of the process of marking and encourage them to review their own work regularly.

3. Principles of Effective Feedback

At Peover Superior Primary School, we believe feedback should provide constructive advice to every child, focusing on success and improvement in relation to learning intentions and outcomes. Feedback enables children to become reflective learners and helps them to close the gap between current and desired performance.

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When providing feedback, teaching staff have a range of decisions to make, and can provide feedback in a variety of different ways.

Feedback can:

● focus on different **content**;

● be delivered in different **methods**;

● be directed to different **people**; and

● be delivered at different **times**

CONTENT [12]

The content of feedback may focus on:

- the particular task that a pupil has undertaken;
- the underlying processes related to a specific subject; or
- a pupil's self-regulation.

PEOPLE

Feedback may be directed towards different people, be that:

- to the whole class;
- to specific groups; or
- just to individuals.

METHODS

Feedback may be delivered via different methods:

- Verbally—this could be detailed conversation or quick verbal comment; or
- written—this may be written comments, written marks, scores, or a combination.

TIMES

Feedback may be delivered at different times, be that:

- during a lesson;
- immediately after a lesson; or
- sometime after a lesson.

Education Endowment Foundation's Guidance Report, 'Teacher Feedback to Improve Pupil Learning'

Teaching staff at Peover Superior provide high quality initial instruction alongside clear learning intentions and ongoing formative assessment methods in order to elicit evidence of progress and assess gaps in learning. These gaps will then be addressed by the feedback given to pupils by adults. Feedback should be informative, effective, and reflective, and both written and verbal feedback must impact positively on pupil progress. We understand the importance of quality first teaching and learning, and recognise that feedback must come after this and build on the learning that has already taken place. As a result, feedback given to pupils at Peover Superior focuses on the **task**, the **subject**, or the learner's own **self-regulation** strategies.

Feedback more likely to move learning forward			Less likely
Task	**Subject**	**Self-regulation strategies**	**Personal**
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.	Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.	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.	About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.

4. Roles and responsibilities

The Principal/Assistant Principal is responsible for:
• Ensuring that this policy is implemented, consistent, monitored and remains effective.
• Assessing whether feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
• Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all classes within the school

Teaching staff are responsible for:
• Ensuring that they adopt this policy when marking and providing feedback.
• Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
• Monitoring the learning of all pupils within their class to ensure they are making good progress.
• Ensuring that pupils understand the feedback they have been given and give them time to respond and make corrections.
• Allowing pupils to ask questions in regard to any feedback they have received.

5. Expectations

Teaching staff are expected to:

• Provide feedback that offers clear information about why pupils have done well.

• Judge whether written or verbal feedback should be given.

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• Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.

• Remind pupils of their targets and how these targets can be achieved in particular lessons.

• Ensure that marking identifies misconceptions and feedback addresses these swiftly.

• Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.

• Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.

• Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

• Try their best with any work they complete, including homework, and present their work neatly.

• Ask questions when they do not understand something in lessons.

• Read any comments on their work and ask questions if they do not understand them.

• Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.

• Make a conscious effort to meet their targets and to action any suggested improvements.

• Take responsibility for their learning.

Maths:

Children's work will be marked daily. Children's work will be awarded tick if correct and if incorrect a dot will be placed next to the incorrect answer. If the child needs to edit or correct any mistakes in their work, the class teacher will identify this by pink highlighter and the child will correct in purple pen/pencil either during the lesson or within specific intervention time.

English:

A detailed mark of a child's work will be carried out on longer pieces of writing. All other pieces will receive a light touch mark, including child/peer led marking. Teacher marking will be in green pen. In KS2, children will be encouraged to use dictionaries and other resources to find and correct spellings independently.

As part of the self-regulation process, not all errors will be identified within writing as children will be increasingly expected to identify mistakes within writing for themselves. In KS1, the teacher will highlight in pink where the child has misspelt a word (no more than three) and the children will practise this spelling underneath their work. In KS2 children will use a wiggly line to indicate their own misspelt words, showing their intention to correct these once they have finished their writing.

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Other subjects:

Wider curriculum subjects will receive a light touch mark. It is not expected that children will routinely edit their work in these subjects, but rather understand what has led to their errors in order to improve knowledge or skills. However, it is expected that children will complete writing across the curriculum outside of English lessons. Where such pieces are lengthy and sustained, the teacher may choose to mark these in more depth.

English Feedback Code

My Teacher	
Green pen	Teacher comments
Green highlighter	Shows where the work has achieved the objective
Pink highlighter	Shows where work can be improved
ABC	Capital letter
?!""	Missing punctuation
Dog?	Check spelling
a	Check letter formation/handwriting
nice	Word needs improving
//	New paragraph
[ ]	Sentence/paragraph needs improving
↗	Next step/challenge
VF	Verbal feedback given
1HP	1 house point awarded
Teacher highlight the learning objective	• Green- Met LO • Blank– WTS/not met the LO and SDI is needed (dated in books)

Child	
Purple pen/pencil	Response to feedback
～～～～	Squiggle don't struggle

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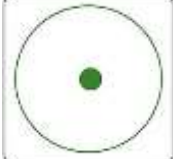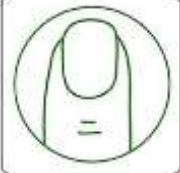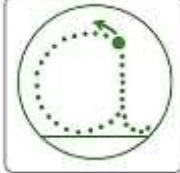
Maths Feedback Code

My Teacher	
Green pen	Teacher comments
Pink highlighter	Shows where my work can be improved
✔	Calculations/written answers are correct
●	Mistakes in my work
↗	Next step/challenge
1HP	1 house point awarded
VF	Verbal feedback given
Teacher highlight the learning objective	• Green- Met LO • Blank– WTS/not met the LO and SDI is needed (dated in books)

Child	
Purple pen/pencil	Response to feedback
～～～～～	Squiggle don't struggle

EYFS:

Within EYFS, stamps are used to support the children with the early stages of their writing and number and letter formation. When the pupils are ready, they are set simple targets at the end of their work, which they are encouraged to edit with the support of an adult with the aim of them to become independent as they move toward the summer term.

Check capital letters	Check full stops
Check finger spaces.	Check letter formation
CI – child initiated I – independent S - supported	