



Newbottle and Charlton C.E. V.A. Primary School

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FEEDBACK POLICY

(Non-statutory – Annual Review)

Adopted by the Governing Body on [Date]:	10 th July 2023
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Chair of Governors Signature:	
Date of next review:	March 24



Newbottle and Charlton CEVA Primary School

Feedback Policy

At Newbottle and Charlton CEVA Primary school, we recognise the importance of feedback as an integral part of the teaching and learning. We are mindful of the growing body of research surrounding effective feedback and the workload implications of written marking as well as research from cognitive science regarding the fragility of new learning. We aim to maximise the effectiveness of feedback in our practice.

Aims

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations.

Meta-analysis by the Education Endowment Foundation shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so that it is meaningful.
- Put the onus on the students to correct their own mistakes, rather than providing correct answers for them. Feedback can help children to identify improvements they can make to their learning but it should not take away from children's own responsibility to progress-(e.g. Adults correcting all spellings, punctuation or elements of grammar or maths errors).
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

In giving feedback to children we aim to make use of recommendations (Teacher Feedback to improve pupil learning- EEF2021) to ensure that children are provided with timely and purposeful feedback that furthers their learning. Teachers can gather assessments that enable them to adjust their teaching both within and across a sequence of lessons. It is vital that teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching.

Types of Feedback

Feedback should be meaningful and focus on how to advance pupil progress and outcomes. It will vary by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. The EEF 2021 states 'There is not one clear answer for when feedback should be provided. Rather, 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.' Teachers are encouraged to adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.

At Newbottle and Charlton we believe that the process of marking and offering incisive feedback should be provided in the moment, it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed.

Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.

Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly.

All staff will note errors that are made by many children and use them to inform future planning. Teachers and teaching assistants will make and distinguish between mistakes and errors. An error occurs when answering a questions that a child has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child so they can take greater ownership.

It is important to give feedback when things are correct-not just when they are incorrect.

General Guidelines for Feedback/Marking

All work in books will be acknowledged linked to learning outcomes at the end of each lesson through a tick next to the title if the outcome has been reached or a magnifying glass if further support or work if needed to achieve the outcome of the lesson. It is essential that all learning produced by a child is valued and their efforts and outcomes are acknowledged. Strategies for self-reflection using the learning wheel should be shared to children to identify and reflect on their own learning during the lesson.

Green pens are used for all marking by a teacher and light blue for all marking by a teaching assistant. Children can self-mark using coloured pens/ purple pens (Ks2).

Type	Details
In the Moment (inc live marking)	<ul style="list-style-type: none">- Feedback is given to children in the lesson verbally and through live marking. As much marking and feedback is given in the moment as possible to avoid misconceptions from forming early on.- Comments generally should be given verbally including praise and encouragement as well as next steps and used to move learning on in the moment.- Children must be given time to use the feedback, so that learning can progress.- Where verbal feedback is given by the teacher, there is no requirement for this to be recorded on children's work. The evidence of verbal feedback will be shown through the progress made in the lesson or subsequent lessons or through the live marking (see marking codes)- This could include opportunities for children to self-mark (for example in Maths). Teachers or teaching assistants will check that the work has been marked correctly.

Responsive Feedback & Marking	<ul style="list-style-type: none"> - Takes place after the lesson and may include the teaching assistant or teacher. - Often given verbally with time to solve any errors and rehearse any knowledge immediately. These are often done in small groups or can be 1:1 (booster groups) - If no live marking or feedback has been given during the lesson, then learning should be checked by the teacher afterwards and it might need a short-written comment or errors identified (see marking symbols) depending on the task, subject and age of child. Errors identified in a piece of work is at the discretion of the class teacher and is dependent on prior learning, the child's individual needs and the child's capabilities.
Feed forward Feedback and marking	<ul style="list-style-type: none"> - Involves looking at/reading all of the pupils work as the end of a lesson or unit. - It identifies the key strengths and misconceptions for the class. - Feedback is then given to the children at the start of the next lesson/unit. This could include opportunities to edit or check mistakes or rehearse some knowledge that the children need further support on or to adapt existing planning to move the children on. - This may involve some peer support or support from a teaching assistant. - Example of work (showing strengths but also misconceptions) can be shared under the visualiser or created by the teacher to help move the learning forward. - This could include giving children extra tasks or questions verbally or written in their books to extend learning or to help assess if knowledge is secure and will be dependent on task, subject and age of child.

Examples of written marking in Mathematics

- All pupil calculations to be marked with a greater emphasis on effect 'in the moment' marking or self-marking (A tick for a correct answer and a dot for an incorrect one)
- Children should be given an opportunity to correct some of their mistakes if you feel they are able to They should not be rubbed out but done by the side of the existing work. A teacher can decide which of the mistakes would be beneficial to review by drawing a star next to the question to try again.
- The children will be given, where appropriate the answers to check the calculations themselves.
- Where it is required, teacher should comment on the number formation and presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.

Examples of writing marking in English (including extended writing)

- Common exception (spelling laundry) or subject specific misspelt words (if not phonetically plausible in KS1 but has been taught) will be underlined and the correct spelling written above the word. Between 2/3 spellings will be identified by the teacher and written on the thinking page or underneath the extended piece of writing for children to rewrite.
- Spelling errors identified in a piece of work is at the discretion of the class teacher and is dependent on prior learning, the child's individual needs and the child's existing spelling ability.
- Extended pieces of texts are marked in response to the success criteria. Depending on the age and ability of the child a short-written comment will be shared with what has gone well and an area for development next time.
- All longer pieces of writing across the curriculum will be marked in the above way.

Proof-read, Edit and Improve time









Children must be given time and opportunity to reflect on feedback. Any small corrections to be made using purple pen (KS2). Any larger changes in normal pen or pencil.

Teachers will develop the children's ability over time to become more independent learners in how they can proof-read, edit and improve their work from the beginning of Year 2.

This can be done in the following ways-

- The teacher may model how to proof-read or improve a sentence or paragraph. They would demonstrate on the work the similar areas of development than the children.
- Children use the success criteria from the lesson to improve a piece of work before doing it to their own.
- The teacher gives specific verbal feedback to an individual/group/whole class
- The teacher gives time before final marking of the extended piece to edit and improve their work through at least one writing session.
- Children work independently or with a partner to improve their own work or work of a peers.
- Opportunities given for children to read their work out loud to see how it flows and to see if there are any mistakes in grammar/words being omitted.

Marking Codes

	Re-read/ check does it make sense, spelling or grammar error
	Error e.g. punctuation, capital letter, part of mathematical calculation
	Error made in answer
	Missing word
	Missing Letter
title ✓	Achieved outcome of lesson
	Further support/work needed
	Work highly supported by Teacher (T) or Teaching Assistant (TA)
	Independent piece of writing

SEND

When marking the work of children with special needs and disabilities we take into consideration the wide range of abilities of our children. Children's IEPs will be used to support feedback. Reasonable adjustments will be made to ensure given feedback is appropriate to their specific needs with their learning.

The policy also needs to be in line with other school policies and procedures and should be read in conjunction with the following:

- Teaching and Learning Handbooks
- Inclusion Policy

Review

This policy will be reviewed annually.