



Edwards Hall Primary School

Feedback Policy

This policy is underpinned by evidence of best practice from the Education Endowment Foundation, the NCETM and other expert organisations. These show 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
- provide specific guidance on how to improve and not just tell students whether they are right or wrong

Our feedback policy is founded on these key principles:

- The sole purpose of feedback and marking should be to further children's learning
- Feedback comes in many forms, some of which are written
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification
- Written comments should only be used where they are accessible to students according to age and ability
- Feedback delivered closest to the point of action is the most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date. This allows teachers to have an understanding of the learning that is taking place, *as it is taking place*
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments
- Feedback is a part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress
- All pupils' work should be reviewed by teachers prior to the following lesson so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Feedback is given in 3 main ways:

- Immediate feedback – at the point of teaching
- Summary feedback – at the end of the lesson/task
- Review feedback – away from the point of teaching

| Type | What it looks like | Evidence |
|------------------|---|--|
| Immediate | <ul style="list-style-type: none"> • Includes teacher providing feedback from children’s responses in the lesson including mini-whiteboards, use of concrete resources, book work etc. • Takes place in lessons with individuals, small groups or during focus tasks • Often given verbally to pupils for immediate action • Involves support staff • May change the direction of a lesson • May include highlighting/ brief note in the child’s book | <ul style="list-style-type: none"> • Lesson observations/learning walks • Evidence of annotations or use of marking code/highlighting • If there is enough time left in a lesson, work is ruled off and child continues (evidence of progress is that the misconception is rectified in later work) |
| Summary | <ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves groups or whole classes • Provides an opportunity for evaluating learning • Often involves self/peer assessment, usually against an agreed set of criteria | <ul style="list-style-type: none"> • Lesson observations/learning walks • Evidence of peer/self-assessment (most commonly in books) • Guided reading notes |
| Review | <ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/ annotations for pupils to read/respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • Often leads to one-to-one or small group input from a teacher or support staff | <ul style="list-style-type: none"> • acknowledgement of work completed • written comments and evidence of child responding • adaptations to teaching sequence/groupings • annotated plans, particularly the AfL notes • lesson observations – review time at start of next lesson • tabs in books or acknowledgement of tabs once addressed • Evidence in plans/books of pre-teaching • guided reading notes |

Marking for different subjects

Different curriculum areas require children to develop different skills and understanding. As such, there cannot be a 'one size fits all' approach to marking.

Immediate feedback in Maths

During focus tasks, children are given regular feedback on how they are progressing. Focus tasks, where all children are engaged in a problem, the teacher can assess all children. When children are working through an activity, verbal feedback will be given. If they are working in exercise books, the teacher will highlight a misconception in green and write either a 'v' in the margin or model the correct layout etc. A line will be drawn below the work and the child will continue working below this, applying the support they have been given.

Summary Feedback in Maths

Children will have a general idea of how well they have been able to achieve the objective. There may be an opportunity for children to mark their own work. When this is done, it is most effective when the children have the opportunity to identify where mistakes were made, and how to rectify them.

Review Feedback in Maths

Maths lessons are sequential and progressive. Reviewing children's work will inform subsequent lessons.

Where children have displayed common misconceptions, it is not necessary to give each child individual feedback, provided the following lesson is adapted to address this, either through whole-class teaching or through small group intervention.

Children's objectives will be highlighted with pink, orange or green to show levels of understanding. If follow-up is needed, books will be 'tabbed' with a post-it note, and this will be addressed either before or during the next lesson. Different colour tabs represent either feedback that needs to be addressed before moving on or feedback that can be addressed with less urgency.

Children do not always need to be given 'next steps' as written feedback. However if a child's work is regularly error-free, it must be assumed that the level of challenge/expectation is too low.

Immediate & Summary Feedback in Reading

Reading lessons take many forms. Most reading comprehension objectives remain broadly the same from Year 1 to Year 6, though the difficulty of the book and breadth of thought is expected to increase.

The most effective feedback in reading is immediate. It challenges, reshapes questions and supports reading strategies. Children will be expected to challenge each other's views, elaborate and justify their answers.

Summary feedback from teacher to pupil will be most effective in guided groups, either in the English lesson or in a separate guided reading lesson.

Children will review their own work and evaluate how well they were able to achieve the objective.

Review feedback in Reading

Objectives will be highlighted in pink, orange or green to show whether the objective has been met.

There may be occasions where a child is asked to think more deeply or give evidence from a text to back up an answer; however this is generally more effective during a lesson rather than afterwards when the text is not as fresh in their mind.

Immediate feedback in Writing

Children will be given regular feedback during whole class teaching time. Through the use of talk partners and mini whiteboards, they will share their ideas with the teacher, who will then challenge pupils in appropriate areas.

When children are writing in their books, teachers may give children immediate feedback related to the genre or the expectations for that child. When necessary, a child will draw a line below the work and continue writing below the line.

Summary feedback in Writing

Summary feedback in writing will give children the opportunity to evaluate what writing skills they have included and what they need to develop. It can take the form of success criteria or marking ladders. **It requires children to have a clear understanding of what has been expected of them.** Children can underline 'wiggly worry words' – words they believe they have spelled incorrectly but don't know the correct spelling. There may be opportunities to modify work as part of this review, using 'purple polishing pens'.

Review feedback in Writing

Objectives/success criteria/markings ladders will be highlighted in pink, orange or green to show levels of understanding. Reviewing writing will inform subsequent lessons.

Any areas for development which require individual or small group adult intervention will be tabbed and addressed prior to or within the next lesson, before learning is moved on. When tabs are addressed they will be noted in the exercise book. Different colour tabs represent either feedback that needs to be addressed before moving on or feedback that can be addressed with less urgency.

Identifying all mistakes in a piece of writing is not an effective way of ensuring progress. Teachers will identify areas for improvement in line with expectations for the year group and knowledge of the child. Only spellings where the word/spelling pattern/phoneme has been taught will be addressed. 'sp' will be written in the margin and the child can identify the correct spelling.

Year 1 pupils will not be expected to complete 'next steps' as part of review feedback. It is not considered beneficial to the child's *progress* to complete such an activity independently.

Feedback in other Subjects

Most feedback that children receive in other subjects will be immediate and verbal. It is unlikely to be written.

Children will evaluate their lessons, either verbally or in writing, to help teachers assess understanding.

Lesson objectives will be highlighted in pink, orange or green to indicate if the objective has been met.

Where there is a misconception, most likely in Science, that needs to be addressed, this will be tabbed and dealt with according to the urgency.

Some English and Maths errors may be tabbed if they highlight an age-appropriate writing or mathematical misunderstanding that requires attention. This will be based on the teacher's knowledge of the child, the curriculum, and the planning in other subjects.