

Feedback Policy – Primary

Version Number:	1
Applicable to:	Meridian Trust Primary Academies
Approved by:	
Final Approval by:	
Approved:	
Review Cycle:	
Date of next review:	
To be published on website (yes/no):	No
Related Policies:	
Related Documents:	DfE Teacher Workload Reduction EEF Guidance Report on Effective Feedback: EEF Teacher Feedback to Improve Pupil Learning Meridian Trust: Handwriting and Presentation Guidance

This policy reflects the recommendations of the EEF Guidance report on effective feedback

‘Feedback is one of the most powerful influences on learning and achievement’

(Hattie and Timperley 2007)

‘Feedback plays a central role in securing student’s learning, supporting them how to deepen their knowledge and understanding or improve their performance’

(Teaching Walkthrus Tom Sherrington and Oliver Caviglioli)

‘Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.’

(Report of the Independent Teacher Workload Review Group)

Introduction and Intent

At Meridian Trust, we recognise the importance of feedback as an integral part of the teaching and learning cycle. Feedback does not exist in isolation – it is rooted in the firm foundations of effective instruction based on considered and thoughtful planning. All staff working with our children focus on planning and delivering high quality instruction/teaching which includes making purposeful use of formative assessment strategies to facilitate effective feedback.

Feedback, in all its forms, provides information to learners about their performance and how to improve moving forwards so they can make good progress – effective feedback improves the learner not just a specific piece of work. All staff work hard to create a culture in the classroom where feedback is welcomed, valued and acted upon, with children taking responsibility for improving their own learning.

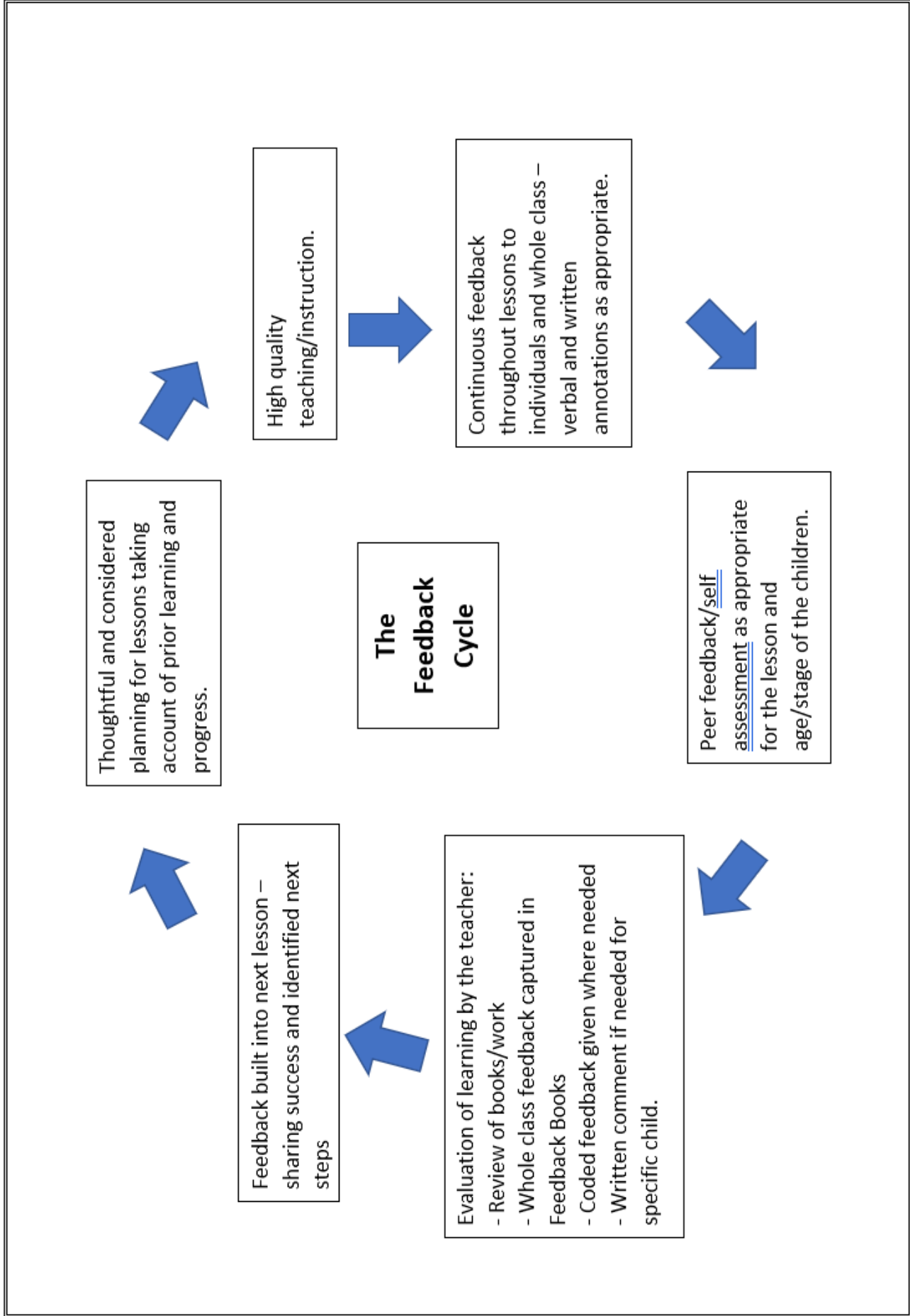
We are mindful of the growing body of research surrounding effective feedback and the workload implications of written marking as well as research from cognitive science regarding the fragility of new learning. This is reflected in this policy.

Effective Feedback

Effective Feedback should:

- be provided in a timely manner through both verbal and written feedback as appropriate to the lesson and age/stage of the child/ren;
- relate to learning objectives for each lesson;
- help teachers evaluate teaching and inform future planning and next steps in learning;
- provide clear information to children about their strengths and areas for development – identify achievements and next steps in their learning to improve;
- give children clear strategies on how they can improve their work;
- encourage children to strive to improve their own learning, becoming reflective and thoughtful learners;
- give children specific praise for the success of their work, show it is valued and help them to develop their self-confidence and raise their self-esteem;
- where written feedback is given, be read by children and time should be given for them to improve their work.

It is expected that children work hard in lessons because of high expectations set by the teacher, carefully crafted planning and high-quality instruction which enables the children to engage in and access the learning. It is important that their learning is evaluated – that any learning produced in books is looked at by the teacher and all the expectations of feedback are followed to move learning forwards. Refer to the 'Feedback Cycle' diagram on page 3.



Types of Effective Feedback

We realise the importance of having a repertoire of feedback strategies in place as ‘one size does not fit all’. We recognise that feedback will look different across different ages, subjects and concepts covered within subjects. Therefore, we have 3 types of feedback which we use:

Type	What it looks like
Immediate	<p>WHO: Individuals/groups/whole class WHEN: In the lesson WHAT: 1) Teachers/Teaching Assistants to formatively assess the children throughout the entirety of lessons 2) Give verbal feedback for immediate actions/relevant written feedback onto the piece of work 3) Praises effort and contributions 4) May re-direct the focus of teaching or the task.</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> • This is the most effective as it takes place during the lesson when the learning is happening. • It should be used most often because it has the most impact on children’s progress.
Follow up/ Responsive	<p>WHO: Individuals/group WHEN: After the lesson WHAT: 1) Teacher to look through books to identify misconceptions/missing knowledge from the lesson. 2) Children given time to rehearse knowledge immediately and record in their book to show progress over time.</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> • Sometimes children haven’t understood the learning/had enough practice in the lesson. • Provides opportunities for individuals/groups to practise or teacher/teaching assistant to recap key learning in a different way.
Feed-forward	<p>WHO: Whole-class WHEN: When the children next practise that skill WHAT: 1) Forensic scrutiny by the teacher of the children’s work to identify overarching strengths and misconceptions. Information gathered in Class Feedback Books. 2) Planning for the following lesson will be altered to allocate time to give feedback/reteach. 3) Might involve teacher/teaching assistant/peer support</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> • Strengths/specific achievements can be acknowledged and celebrated as a whole class. • Having looked through books after a lesson, it can become clear that a large number of the class have a misconception. This should be addressed at the start of the next lesson by reteaching the content/children having time to act on feedback.

Implementation

To ensure effective implementation of this policy, staff use the key strategies below as appropriate to the subject and age/stage of the child:

- verbal feedback
- peer feedback
- self assessment
- whole class feedback
- written feedback

In every lesson, teachers/teaching assistants give verbal feedback to move learning forwards. In most lessons, peer feedback or self-assessment are utilised as part of high-quality teaching.

After every lesson, teachers analyse the learning outcomes to identify next steps for the class/groups/individuals. To reduce written feedback workload, this whole class feedback (WCF) is captured in the Class Feedback Book for English and Maths.

The 'Questioning and Feedback' section of 'Teaching Walkthrus' provides explicit instructional coaching to support staff with effective feedback strategies.

High standards of handwriting presentation are expected as a non-negotiable in all learning as appropriate to the age and stage of the children. This is modelled by the adults and should be reflected in all children's work. Any presentation/handwriting issues are addressed swiftly by the class teacher. Staff follow the expectations of presentation in the *Meridian Handwriting and Presentation Guidance* document.

Refer to the appendices for detail and expectations for implementation of this policy.

Role of Other Adults

Support staff may provide written feedback with groups of children with whom they have been working. When this is the case they will:

- indicate with VF where verbal feedback has been given to a child;
- initial work they have supported with written feedback during a lesson.

Supply teachers who carry out work in the school are expected to provide feedback in accordance with this policy. School staff need to ensure supply teachers are enabled to follow the expectations.

Where someone different to the class teacher (for example a trainee teacher, another member of school staff) gathers whole class feedback, this adult initials in the Class Feedback Book.

Where a different teacher other than the usual class teacher is teaching a subsequent lesson, feedback/feedforward information is provided to the relevant teacher to ensure continuity of learning for the children.

SENDV and Inclusion

Effective feedback must be accessible to all children and will reflect their individual needs. Adaption of the feedback strategies and liaison with other adults (e.g. teaching assistants) working with specific individuals, ensures children identified with particular needs are supported appropriately to make progress.

Impact, Monitoring and Evaluation

The implementation of this policy and the contents of the appendices are monitored by leaders across the school and Trust, who review feedback as part of the annual monitoring programme – for example through learning walks, discussions with children, lesson observations, book scrutinies.

Through effective implementation of this feedback policy, it is expected that all children are supported and enabled to make progress as learners across the curriculum.

Implemented: October 2023

Review: September 2024

Appendix 1 – Methods of Feedback

Verbal Feedback

Verbal feedback is a vital tool in raising achievement. It should be visible in all lessons as an integral part of effective teaching and learning. Children of all ages need verbal feedback, but it is particularly important in EYFS and KS1 where children are less able to access written comments.

Effective verbal feedback in lessons can:

- correct understanding or prompt deeper thinking through considered questions;
- swiftly address misconceptions;
- clarify or refocus tasks;
- be a mini plenary;
- be for the whole class, groups of children or individuals as needed;
- praise children for their learning.

It is not expected that the teacher records when verbal feedback is given. If another adult, such as a teaching assistant, has given verbal feedback then VF is written in the margin so the class teacher can see where additional input has been given.

Peer Feedback and Self-Assessment

Peer feedback and self-assessment are used as appropriate to encourage children to take ownership of their own work, develop independent learning techniques, become reflective learners and respectful and purposeful critical friends to each other.

These methods must be taught to the children and practised regularly to develop effective practice. Self-assessment needs to be endorsed by and checked by the teacher and therefore should not be seen as a piece of work that does not need to be looked at and/or commented on by the teacher.

Peer feedback and self-assessment should be made against the learning objective or Steps to Success for the lesson or can be made against an ongoing target.

Children use a _____ pen for these methods of feedback.

Whole Class Feedback (WCF)

Whole Class Feedback (WCF) is an efficient way to feedback key points to everyone. This can be within a lesson or in a follow up lesson with information collated in Class Feedback Books.

WCF is a key method for sharing good examples, celebrating success, clarifying consistency of presentation expectations, addressing misconceptions, identifying next steps and highlighting individuals/groups in need of additional support.

Using a visualiser to share WCF is an effective way to clearly model and explain the feedback.

Class Feedback Books

All learning completed by a child must be seen/viewed/reviewed by the class teacher/adult who taught the particular lessons. This ensures that all children know their work is valued.

From looking through children's learning from a lesson and analysing outcomes, teachers collate the key next steps/feedforward learning points in Class Feedback Books for English and Maths. This can take the form of WCF sheets (see Appendix 4) stuck into the Feedback Books or teachers gathering the same information in their own way in the books.

Using the Class Feedback Books is a key part of efficient feedback as it reduces workload. Instead of individual comments in children's books, the information is gathered in one book and used to move the learning forward through teacher input in the next lesson or through group/individual conferences.

Written Feedback

Written feedback can support children's progress as appropriate to the age and stage of the child. This can be given during a lesson, sometimes thought of as 'live marking' or is given after the lesson for the children to read and react to at the start of the next lesson for that subject.

When giving written feedback, teachers use a _____ pen. Written feedback may take the form of 'coded feedback' (refer to Feedback Codes in Appendix 2) to pick up on specific elements on work produced in books. The workload implications of written comments are acknowledged. It is therefore important to ensure that if a specific individual comment is needed in a child's book, it is focused on moving the learning forward and that time is given for children to respond and act on the written feedback.

Where children have specific written feedback that needs responding to in written form, they use a green pen.

Where the teacher or teaching assistant has specifically support a child/group of children, this is acknowledged with 'GG' (guided group) or 'WS' (with support). All other pieces of work are considered independent unless otherwise stated. Children can write 'GG' or 'WS' themselves or an adult can write them for them.

When teachers are looking at the learning produced, they may identify a common misconception or an aspect that is relevant for the whole class to revisit or to practise. 'BQ' (board question) can be written in the child's book. At the start of the next lesson, a BQ can be displayed on the interactive whiteboard for the children to complete either in their book or on individual whiteboards. If appropriate, the BQs can be adapted for specific groups of children.

Written Feedback in English

Refer to the 'Feedback Code' in Appendix 2.

When identifying spelling and punctuation areas for development, adults use their knowledge of the child in respect of the number and frequency. Depending on the age and stage of the child, they may be given the correct spelling to practise underneath the work or be expected to look it up for themselves and then practise.

As part of having high expectations, most children should be able to spell high frequency words or subject specific vocabulary correctly. Children can check these as part of self-assessment before the teacher looks at the work produced.

Every lesson is evaluated and WCF information gathered in the English Class Feedback Book. WCF about writing is collated at the front of the book and WCF about Reading at the back of the book.

Written Feedback in Maths

Refer to the 'Feedback Code' in Appendix 2.

Coded feedback for questions completed indicates answers that are right or wrong. This could be via the teacher, peer feedback or self assessment. Where it is evident that a child has not grasped the learning resulting in many incorrect answers, the teacher addresses this separately with the individual. It is hoped that with effective formative assessment and ongoing verbal feedback during a lesson, such instances will be rare.

Every lesson is evaluated and WCF information gathered in the Maths Class Feedback Book.

Feedback in EYFS/Reception

In Early Years and Reception, much of the learning is practical and written feedback is only a small part of the feedback role of the early years staff.

The majority of feedback is given verbally. High quality interactions and questioning ensure children know what they have done well and identify the next steps to move their learning forwards. This is always given using language appropriate to the age and stage of the child.

Within Early Years and Reception, a range of effective feedback approaches are used including:

- Constructive dialogue at all points during the day providing opportunities for high quality interactions, for example in group learning times, during adult led learning and throughout continuous provision.
- Observation records;
- Professional discussions between Early Years and Reception staff;
- Evidence on Tapestry/journal, including photographs;
- Written comments on pieces of work including in books, where appropriate.

Feedback in Other Subjects

Feedback is provided in the same way using the range of methods and the Feedback Code.

Whole Class Feedback is not gathered in Class Feedback Books for all the other subjects. The Assessment Grids for each unit can be annotated throughout the unit and the information used to inform a final outcome at the end of each unit.

Sawtry Junior Academy Feedback Codes

✓	Correct answer	VF	Verbal feedback
X	Incorrect answer	GG	Guided Group
?	Check your work to make sure it makes sense	WS	With Support
P	Check/correct the punctuation of the sentence	😊	Well done for great effort in your learning
//	New paragraph needed	✓✓	Well done for great content in your learning
Sp	Correct/practise the spelling(s) identified	HP	Collect a Housepoint for positive learning outcome
F	Letter or number formation needs to be practised	⇒	Look at this/complete this
CF	Class feedback		

Appendix 3 – Specific Teaching Strategies that can Support Effective Feedback

Use a visualiser	Use the visualiser to share good examples, address misconceptions and model expectations of learning and also the standard of presentation expected. Use the same exercise books as the children to make the modelling as explicit as possible.
Individual/Group conferencing (Verbal feedback)	Conferencing with a child while they are engaged in writing is a practice which gives the teacher the opportunity to respond to a child's writing. The teacher can give direct, individualised instruction which moves the child on in their development as a unique writer. This can be done at different times for example during the next lesson or during independent writing.
Rehearsal/Hinge Question	At the point in the lesson where you move from whole-class teaching/partner work to independent work, a rehearsal question completed on an individual white board can be used to establish which children are ready to work independently and which need more support immediately. This formative assessment tool means that the children who need support don't start the work without knowing how to do so.
Immediate Feedback in the lesson	This can involve: <ul style="list-style-type: none"> - The teacher checking one child's book under a visualiser and the other children checking their own books. - The children using a calculator to work out the answer as soon as they have finished a question. - The teacher modelling the answers on a whiteboard so the children can check their own/each others answers. - The teacher and teaching assistant (if available) checking answers with individual children as they are working.
Find and Fix	As part of self-assessment, provide time for children to check through their work, correct any of their own mistakes and make any improvements.
Steps to Success or Success Criteria	These can be stuck into children's books to ensure clarity of expectation. They can then be used for peer feedback and self-assessment.
Self-Assessment strategies	<ul style="list-style-type: none"> - Underline in a pencil crayon colour the examples of (e.g. similes or other learning/success criteria) that you have included, colour coding the appropriate part of the Steps to Success. - Underline any spellings that you are unsure of. - Complete a writing checklist underlining features included. - Reading work aloud to a friend and identifying what needs improving. - Justifying choices made in their writing.
Board Question (BQ)/Follow up questions	It may be appropriate to ask children in Key Stage 2 (or may be from Year 2 onwards) to do a follow up question at the start of the next lesson. This could be a BQ or children might be asked to try another question from the previous day's learning task, e.g in maths this could be a reasoning question if they did not get to this or they might be asked to identify and explain an error they have made in a question.
Mistakes or Misconceptions?	Be aware of the difference between children making mistakes which they should be able to correct themselves and a misconception – which needs a different approach to ensure understanding.

Appendix 4 – Whole Class Feedback Example

This type of sheet can be used to collate WCF or teacher can gather the same information in their own format in the Class Feedback Books for English and Maths. Where sheets are used, they must be stuck into the Class Feedback Books to keep the information all in one place.

Lesson:		Date:
What went well...	Presentation issues and those not showing consistency across books	
Misconceptions/Errors	Needs Further Support	
	Good Examples/Star Performers	
Next Steps in Learning	Other notes – e.g. incomplete work	