



# Feedback Policy

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Date adopted/reviewed:	June 2021
Review schedule:	Triennially
Policy Area:	Curriculum

## 1. Aims and Ethos

At All Saints CE Primary School & Nursery it is our aim to raise standards by promoting a school ethos that is underpinned by core Christian values. Our Christian values support all areas of learning and can contribute to pupils' motivation to learn. It is recognised that this will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. All our policies and decision making are formed through the lenses of these Christian values to ensure that our school lives them out in all aspects of its collective life.

## 2. Introduction to Feedback Policy

As a school, we are mindful of workload implications of written feedback, and of the research supporting effective feedback. Alongside the school ethos and values, these findings and considerations have influenced the following key principles and policy.

## 3. Key Principles

- The sole focus of feedback should be to further children's learning.
- Evidence of feedback 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 most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided as part of robust assessment processes in the classroom and takes many forms other than written comments (mini-plenaries/using visualiser/verbal comments).
- Feedback is part of the school's wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- So that pupils recognise the value we have for their efforts, and feel this, all work should be acknowledged in some form (see codes to support this).
- Pupils' work should be reviewed at the earliest appropriate opportunity so that it might impact on future learning.

Alongside these underlying principles, feedback is most effective when the following occurs:

### Children must understand what they are learning:

How this is achieved:

- The learning objective is shared at the point where it is best for the children in that lesson.
- Success criteria will be developed with the children. This can be done in a number of ways appropriate to the lesson, age, and stage in the learning cycle:
  - Creating success criteria after appropriate modelling from the teacher
  - Children correcting or reordering a success criteria
  - Through seeing an end product and identifying success (WAGOL)

### Children are given opportunities to compare their work with the learning objective

How this is achieved:

- Children can articulate to peers and teachers their understanding of the task and how it links with the learning objective.
- Mini plenaries and use of the visualiser enable children to analyse examples for success or improvement and further opportunities to magpie ideas

Children are given opportunities to improve

How this is achieved:

- A range of feedback strategies are used with children responding to these as appropriate
- Reviewing and improvement is ongoing through self and peer assessment.

**4. Feedback in Practice**

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. Feedback occurs at one of these three common stages in the learning process:

- Immediate feedback – at the point of teaching eg Verbally one to one, Use of visualiser, mini plenaries, group work.
- Summary feedback – at the end of a lesson/task, beginning of the next lesson (This can include child led feedback –peer and self)
- Review feedback – away from the point of teaching including written comments and use of codes (see appendix)

As a school we feel feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. We place considerable emphasis on the provision of immediate feedback.

Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching. Whole Class Feedback sheets can be useful to support this process, and record progress for assessment points through the year.

Feedback in Key Stage 2 **may** also be given to some children in the form of a class crib sheet on the board, in books or tables at the beginning of the following lesson.

Punctuation: Incorrect use of inverted commas:  
Abdul, Kaif, Mohamed A, Kai.

Openers that didn't provide enough description to set the scene:  
Sarah, Andrew, Eliza.

Spelling; Key words spelt incorrectly  
Petra, Lucy, Faith, Stephen, Michael and Mohamed C.

Carry on with next part (setting description)  
Daniel, Hannah, Amina, Zakina, Adam.

**The following table shows examples of how feedback looks in practice at All Saints Primary School:**

	<b><u>What it looks like</u></b>	<b><u>Evidence</u></b>
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting/annotations according to the code.</li> <li>• May include review of work against Learning Log or Focus Flip Out Spellings (in English)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of annotations and use of code</li> <li>• Use of visualiser</li> <li>• Mini plenaries</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self- or peer assessment against an agreed set of criteria</li> <li>• In some cases, may guide a teacher’s further use of review feedback, focusing on areas of need.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Timetabled pre- and post-teaching based on assessment</li> <li>• Some evidence of self- and peer-assessment</li> <li>• May be reflected in selected focus review feedback</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/annotations for pupils to read / respond to</li> <li>• May involve a short section of longer pieces highlighted in yellow with written comments to improve (Yellow Box)</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils’ future attention, or immediate action – for example through Learning Log/Flip Out Spellings (in English)</li> <li>• Would take place at least once in every learning cycle for Maths and English.</li> <li>• At least once in every Science and Topic unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class differentiated feedback at the beginning of the next lesson. (KS2- Whole Class Feedback Sheets)</li> <li>• Acknowledgement of work completed</li> <li>• Written comments and appropriate responses/action</li> <li>• “Yellow box”</li> <li>• Adaptations to teaching sequences tasks when compared to planning</li> <li>• Use of annotations on planning to indicate future groupings.</li> </ul>

## 5. Codes & Colours

Teacher/TA uses green pen	
Peer/self – assessment or improving pens: in red (pen or pencil)	
V	Verbal feedback given (including summary/individual) – used for teacher to note when this has taken place for their own benefit or that of the child, it is not intended to be evidence for work scrutiny – verbal feedback should result in improved work which is evidence enough.
I	Completed Independently
T	Teacher / Teaching Assistant supported
○ (Open circle)	Finger space needed
△ (Open triangle)	Improvement required (can also use the following codes inside the triangle if appropriate)
FS	Full stop needed
CL	Capital letter needed
Sp	Spelling error to be corrected (choose small number to correct if lots – focus sound/words etc)
“Yellow Box”	(KS2) Highlighted section – improve either in discussion or independently, with written comments as appropriate from teacher

### Using a Learning Objective:

Learning Objectives need to be shared with children, but in a way that is most beneficial to support the children’s learning. They do not need to be written down and may be shared at any point during the lesson. This can encourage children to think deeper about their learning – such as asking them to consider what the learning objective might be towards the end of the lesson.

For their work, the children can write a short title that reflects the core aspect of the lesson’s Learning Objective, rather than writing the full Learning Objective. This avoids spending time on ‘administrative’ aspects of working on paper and ensures learning can begin rapidly for all children.

Titles can therefore be short, sharp and meaningful: e.g., Addition (4 digits); Report on Condensation; Adjectives and Adverbs... etc. Other ‘Presentation Work Guidelines’ are outlined in a separate document to support pupils’ working efficiently and neatly in their books.