

Feedback Policy



Date of Amendment: January 2024
Review Date: January 2028

Feedback Policy

Introduction

At St. Thomas of Canterbury Church of England Primary School we are committed to providing relevant and timely feedback to pupils, both verbally and in writing. Feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose and support areas for development, and evaluating how well the learning has been processed and retained.

Feedback should aim to be a holistic system of creating a dialogue with the learner, through which deeper understanding and progress can occur with the learner actively involved in the process. Research shows that verbal feedback, live marking and feedforward marking has the biggest impact on children's learning, so this policy is crucial for our school. 'Assessment for Learning' (AfL) is central to pupils recognising and achieving their full potential.

"Assessment for Learning is concerned with both the learner and the classteacher being aware of where learners are in their learning, where they need to go and how to get there."

We also believe feedback allows pupils to develop independence, through analysis of their own work identifying strengths and next steps.

Aims and Objectives

Through this policy we aim to:

- Ensure all work has effective feedback
- Ensure pupils feel their work is valued and that they develop self-esteem through praise
- Develop metacognition through spaced retrieval practice
- Assess the quality of the pupil's work against national standards
- Ensure feedback sets future targets/next steps so children understand what they need to work on in future sessions as appropriate
- Develop independence by teaching children how to peer and self-assess work
- Provide consistency and continuity in feedback throughout the school so that pupils have a clear understanding of teacher expectations
- Use the feedback system as a tool for formative on-going assessment and curriculum development
- Raise standards by encouraging pupil's to be resilient and to persevere when improving their work
- Create a dialogue which will aid progression in all subjects

Principles of Good Feedback

- ☑ To enable pupils to assess the extent of their learning and areas for development
- ☑ To be at the pupil’s level of comprehension
- ☑ To be positive, motivating and constructive
- ☑ To be frequent and regular and move learning forward
- ☑ To enable teachers to diagnostically analyse gaps in learning and plan for future learning
- ☑ To support metacognition and long term memory recall
- ☑ To positively affect the pupils’ progress
- ☑ To promote reflective practice

ALL classteachers will adhere to the above principles and:

- Provide regular live and feedforward, written and verbal feedback
- Provide time in lessons to review and respond to work from previous lessons
- Adjust planning in the light of marking
- Make learning objectives skill based and explicit
- Involve pupils in the process of feedback from an early stage
- Ensure pupils are clear about the teachers expectations
- Use pupils work as exemplars

Organisation and Implementation

At St Thomas of Canterbury Church of England Primary School we give written feedback according to the marking code symbols set out in the appendix to this policy. It is the responsibility of the classteacher to ensure all work is marked; however if another adult, such as a supply teacher is teaching the class they will mark work if the classteacher asks them using the agreed marking code.

English and Maths work will have formal feedback at least once a week, using spaced retrieval practice (Flashback Four). In English and Maths the flashback focus will be identified by classteachers for stage one of the ‘Flashback Four’ and discussed within year groups to develop stages two to four each week.

The classteacher will give daily feedback to pupils which may be verbal to individuals, groups or whole class (VF) in addition to written feedback in the form of symbols (see Appendix 1). The amount of feedback will be based on a classteacher’s professional judgement of need for learners, age appropriateness and impact on learning. The class teacher will also tick against the learning objective daily (two ticks ✓✓ = understood, one tick ✓ = part way there or a dot ● = needs to recap) to demonstrate how the pupil has performed against the learning outcome.

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“Let all that you do be done in love.” 1 Corinthians 16:14

Assessed writing books will have written feedback consisting of a positive comment and an individualised Unit Aim (UA) on Cold Tasks and a positive comment on Hot Tasks at the end of the unit of work.

Science, Religious Education (RE), History and Geography will also have spaced retrieval feedback once a unit in a written form of ‘Flashback Four’ but may also use this strategy verbally in additional lessons. Some spelling or grammatical mistakes may be corrected as the symbol code identifies and if the class teacher deems it appropriate. As a school we highlight the importance of correctly spelling subject specific vocabulary.

All other work, relating to foundation subjects, needs to be marked (when appropriate) by classteachers, against the learning objective (LO).

Feedback Process

At St. Thomas of Canterbury Church of England Primary School children need to be given the opportunity to respond to feedback to ensure that they are given the chance to correct any misconceptions, or to be pushed onto more challenging learning.

Time to address the feedback and Flashback Four should be built into lessons. Children should learn to quickly respond to symbol marking at the beginning of the next lesson in Purple Polishing Pen (PPP) in KS2 and pencil in KS1. When verbal feedback is given in a lesson VF will be put in the margin and corrections made.

Flashback Four feedback process is outlined below:

- 1). Mark the work. Identify a common misconception or area for development and add this to the Class Flashback Focus Sheet.
- 2). Use this as the first step of Flashback Four – ① “Last Lesson”
- 3). Add this to steps two – four (② “Last week”, ③ “Last month”, ④ “Last term” agreed in year group teams) and create a slide on the next lesson’s PowerPoint.
- 4). Pupils draw a ⚡ in Purple Polishing Pen (PPP) in their books and complete Flashback Four. (In Year 1 this will be done in pencil and in EYFS the Flashback Four will be completed verbally as a group.)
- 5). Mark as a class quickly going over expected responses – pupils mark in PPP/pencil.
- 6). Teacher checks responses when marking and common misconceptions can again be noted on the Class Flashback Focus sheet when required.

Written feedback and editing of pupils work by teachers will be completed in any pen colour other than red, purple or black. Editing of work by pupils will be completed in PPP with the exception of Year 1 and EYFS who will use pencil.

Children will indicate which challenge they have attempted in their work by recording C1, C2 or C3 clearly in the margin.

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Self-assessment will be used by the pupils to inform the classteacher how well they believe they have achieved the learning objective. This will be based upon the RAG (Red, Amber, Green) traffic light system.

RED – I have not attained many of the success criteria and would like further support

AMBER/YELLOW – I have attained enough of the success criteria to build on my understanding

GREEN – I have attained most, if not all the success criteria

Inclusion

All classteachers understand that it is their responsibility to make feedback accessible for every child. Any feedback undertaken by the classteacher will be adapted through the form of delivery and challenge required. Also the amount of corrections the pupil may be asked to correct (grammatical and spelling) will be adapted as appropriate to the academic ability and age of the child. It is the responsibility of the classteacher to award house points, stickers and positive comments not necessarily for the standard of work produced but the level of progress and effort demonstrated by each individual in the completed task.

Disability Equality Scheme

At St. Thomas of Canterbury Church of England Primary School we recognise our duties and responsibilities under the Disability Discrimination Act as outlined in our Disability Equality Scheme and Action Plan. (December 2007)

It is our aim that through specific and accurate planning, resource allocation, adapted and differentiated teaching and use of adult intervention and support (where necessary), that every child, irrespective of disability, will have full access to the curriculum and feel and be enabled to participate actively in developing to their full potential their skills, knowledge and understanding. We will ensure that all ‘reasonable adjustments’ are made to help both children and adults with identified special needs and disabilities to participate in the marking of work.

Information and Involvement of Parents

Where pupils are set homework this will be marked by the classteacher or learning support assistant where appropriate. It is not necessary for classteachers to set a target or feedforward comment when marking homework. When marking homework there may be comments from parents/carers; classteachers should comment back via the homework diaries or meeting in person with the parents/carers. Information for parents/carers about how their child’s work is marked is available in the school homework diaries.

Monitoring, Evaluation and Review (including role of Governors)

All monitoring will be undertaken by subject leaders when they assess and evaluate the quality of work within their designated subjects. Monitoring will take place in line with the school development plan (SDP).

Subject leaders will be expected to feed back to classteachers and the senior leadership team (SLT) the quality of their findings identifying strengths, areas for development and evidence of impact.

The Governing Body will be responsible for holding the school to account over the implementation of the feedback policy and evidence this through regular monitoring visits, including book scrutinies to see the feedback policy in action and ensure it is applied consistently.

Appendix 1

How will I receive feedback on my learning?

✓	correct	●	incorrect
p	punctuation missing	sp	spelling mistake
⋯	check this makes sense	//	new line/new paragraph
VF	verbal feedback	○	correction needed (circled)
^	missing text	✎	finger spaces

Have you met the learning objective (LO)?

Your teacher will indicate at the end of the LO to show you...

- ✓✓ = You have met the LO
- ✓ = You have partially met the LO
- = You have not met the LO

