



Feedback Policy 2024

Completed by: Mrs M.Norris

Approved by: Mrs C Lawes

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Stanley Crook Primary School is committed to improving outcomes for all pupils

This policy and key principles have been developed with close consideration to research on effective feedback in primary schools by the Education Endowment Foundation (*Teacher Feedback to Improve Pupil Learning: Guidance Report: June, 2021*).

At Stanley Crook Primary School, we feedback in a manageable, purposeful and sustainable way to:

- **Improve a child's confidence and self esteem**
- **Celebrate and recognise achievement**
- **Provide constructive, accessible feedback to children about their work**
- **Encourage and involve children in the reflection of their current learning and to set targets for future learning**
- **Assess and monitor the children's learning and provide information for future planning**
- **Develop children's responsibility for their learning**
- **Model and encourage progression of children's ability to peer and self-assess honestly and accurately.**

Pupils' self-esteem and resilience will develop through positive yet challenging feedback. This policy aims to provide guidance to meet the key principles, enable academic catch up and accelerate progress. For this reason, all feedback is underpinned by this policy, which all pupils and staff follow on a day to day basis.

This policy prioritises and exemplifies the principles of effective feedback and considers the five key recommendations for EEF research 'Teacher Feedback to Improve Pupil Learning: Guidance Report, 2021'. This policy will allow for more time-efficient and effective feedback to be provided, while also mitigating teacher workload.

The policy is based on the 'Alphabet Model A-F' from the EEF research into effective feedback. The policy avoids over specification of the wrong things, provides a broad principled approach to the ethos of effective feedback in school and provides teachers with professional judgement on the timing and type of feedback they provide in order to progress learning.

This Feedback Policy defines specific teacher feedback as, '**information given by a teacher to pupil(s) about their performance that aims to improve learning.**' (Adapted from the definition used in the Higgins S, et al. EEF Evidence Database, 2019)

Key Principles

Effective feedback should:

- Redirect or refocus either the teacher's or 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 learners when they are wrong
- In essence, it should be manageable, meaningful, purposeful and motivating.

It is notable that none of this requires written marking. Therefore, upon this evidence is built our outline of the key principles that underpin the policy:

- The sole focus of feedback should be to further children's learning
- Written comments should only be used where they are accessible to learners according to age and ability
- Feedback delivered closest to the point of learning is most effective and as such, feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is 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 pupil work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should always be acknowledged in books.

Feedback in Practice

Feedback will be given in three ways and aims to give teachers the ability to use the most effective forms of feedback:

- Immediate feedback – at the point of teaching
- Summary feedback – at the end of a lesson/task
- Review feedback – away from the point of teaching (including written comments)

Effective feedback includes:

- Verbal feedback
- Self-Assessment
- Peer Assessment
- Developmental marking or 'deep' marking

Effective Verbal Feedback

Stanley Crook Primary School is committed to providing relevant and timely feedback to pupils. The most effective form of feedback is verbal feedback given at the point of learning. Verbal feedback is most powerful and has maximum impact when pointing out success and improvement needs against the Learning Challenge and Success Criteria.

The quality of thinking can be instantly higher for the learner if feedback is verbal and this dialogue should happen daily. It should be specific to the success criteria/ Learning Challenge and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Teachers' well considered intervention will prompt deeper thinking and swiftly address misconceptions during lessons. This occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments (progress checking). It may also be verbal feedback given during a 1:1 discussion with a pupil or a group of pupils.

All class teachers and TAs must give verbal feedback in their lessons and record using the relevant marking codes/ stampers.

This is achieved through **intervening at the point of learning** by:

- Giving verbal feedback to children related to the Learning Challenge and Success Criteria/ using highlighters/ stampers
- Using the green highlighter pen to promote positive aspects (success) – 'green is great' and the orange highlighter pen for improvement.
- Where the success criteria has been met, the Teacher/ TA will highlight the Learning Challenge 'green' (highlighted 'orange' when the Learning Challenge has not been met)
- Modelling examples in a child's book
- Using 'VF' (or stamper)/staff initials in the child's books (no requirement to write actual feedback).

Correct work/ success highlighted **green**

Areas for improvement highlighted **orange**

These may be followed by a corresponding written prompt/ marking stamper. Some children struggle to read teacher's comments so this is quick simple and effective. You are also able to challenge children to achieve more green!

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure their progress. It will focus on success and improvement needs against the Learning Challenge and Success Criteria, enabling pupils to become reflective learners and helping them to close the gap between their current and desired performance.

Feedback

Feedback records are to be used to provide teachers an opportunity to reflect on achievement during a lesson based on the Learning Challenge and Success Criteria – eliminating the need to comprehensively mark each piece of work. Feedback provides a valuable opportunity for teachers/ TAs to reflect on pupil outcomes within a learning task, plan next steps and can then be utilised as a starting

point in the following lesson to focus on common achievements/ misconceptions, provide direct teaching and/ or plan support/ challenge for specific pupils.

Children as Markers (Self and Peer Assessment)

Self and peer assessment have a key role to play in effective marking and feedback – they empower children to take control of their own learning.

Self-assessment

Children should spend an appropriate amount of time checking they have considered the success criteria. This time will need to be planned in as part of the self-assessment time and will begin in EYFS/ Year 1. Children will need to be taught how to effectively carry out self-assessment.

Self-assessment will be completed using red pencil in EY/ KS1 and green pen in KS2.

Peer Assessment

Children peer assess using the agreed success criteria. Peer assessment should begin once the child is judged to be able to effectively assess their own work.

Children will need to be taught how to effectively carry out peer assessment. Children will be expected to evaluate the work of their peers positively and provide suggestions for improvement. Teachers need to acknowledge the peer assessment.

Peer assessment will be completed in red pencil in EY/ KS1 and blue pen KS2.

Light Touch/acknowledgement marking

All work (including work, which has been self and/ or peer assessed) should be light touch/acknowledgement marked by the teacher/ teaching assistant. Use a green bar/orange bar to highlight the Learning Challenge and to mark stampers/ areas of work, acknowledging and recognising attainment and/or progress, success and/or completion of work/ areas for improvement (ticks, stickers, marking stamps, Dojo points etc.).

A pupil should always evidence their corrections against 'orange' feedback (using green pen in KS2 and red pencil in KS1).

Indicating whether or not the Learning Challenge has been met

In all work, a green bar should highlight success by highlighting the Learning Challenge. An orange bar should be used to highlight the Learning Challenge in cases where the child has not met the objective of the lesson.

Developmental/Quality Feedback

- **Reminder** – Most suitable for high achievers:
What else could you say about the weather? Think of a better word than bad. Say more about... Explain your thinking.....
- **Scaffold** – Most suitable for children needing a little more support - provide examples of what they need to do:
What was the monster doing? What kind of monster was he? An unfinished sentence – The dog was angry so he....
- **Example prompt** - Suitable for all, especially lower abilities. Give children a choice of words or phrases or give exact sentences, words or processes to copy.:
Which of these words describes the taste more powerfully.... Choose one of these words instead of bad - Ferocious, terrifying, evil
- **Modelled Example** – a correct example modelled by a teacher with a further one for the child to try
- **Open Question** – pose an open question specifically related to the Milestone Indicator to think about next steps
- **Greater Depth/Explanation** – use to extend a child's learning by asking them to explain their learning or reflect on the process or strategies they have used

All pieces of extended writing should be developmentally marked in depth to support teacher assessment judgements, and moderation of work.

5 stages of giving feedback

1. Showing success (Highlight Learning Challenge – green is great)
2. Indicating improvement/ next steps (Highlight Learning Challenge or specific part of the learning in orange)
3. Giving an improvement suggestion (Question, specific task) – most effective ‘in the moment’ and at the point of learning
4. Child making the improvement (green pen)
5. Checking the improvement (Teacher responds – marking stamper)

Marking Stampers

Marking stampers have been developed for consistent use across the school to make feedback accessible for children and to make feedback manageable and purposeful for teachers. Each Team should establish a ‘Feedback Display’, which shows the marking stampers used in feedback and these should be regularly shared with children and used by children (when judged appropriate) during peer assessment.

When using stampers as part of feedback, these should be highlighted ‘green’ or ‘orange’ to indicate ‘area of strength/ success’ or ‘area for improvement’.

Policy Monitoring, Review and Evaluation

Marking and feedback will be closely monitored by SLT, Subject Leads and staff, (in line with the Annual Monitoring and Self-Evaluation overview) along with other stakeholders through:-

- Book scrutiny
- Lesson observations
- Learning Walks
- Pupil voice
- Moderation

	Name	Date
Head teacher/ Deputy Headteacher/ Assessment Lead	Mrs M.Norris Mrs R Wilkinson	December 2024
Chair of Governors	Mrs Catherine Lawes	December 2025