

Hose Church of England Primary School



Feedback Policy

"Whatever you do, work at it with all your heart" Colossians 3.23.

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Policy written by: Lianne Hough June 2024

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Values

We give our children the chance to develop culturally, emotionally, intellectually, socially and spiritually so that they might prosper and flourish in all that they do.

The purpose of our curriculum at Hose Church of England Primary School is to open the door to the world beyond our village for our children. We aspire for our children to leave Hose full of knowledge and wonder for the world they live in and to be ready to take on challenges with confidence and pride.

Rationale

This policy has been written following a review with staff and is in line with current research on the value of marking and feedback. The Education Endowment Fund (EEF) advocates policies which prioritise three key principles of effective feedback:

- **Lay the foundations for effective feedback**
 - Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
 - High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).
- **Deliver appropriately timed feedback that focuses on moving learning forward**
 - There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
 - Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
 - Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.
- **Plans for how pupils will receive and use feedback**
 - Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
 - Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

We recognise the importance of feedback as integral within the cycle of teaching and learning and aim to maximise the effectiveness of its use in practice. Research by the Department of Education also highlights written marking as a key contributing factor to high teacher workload.

At Hose Church of England Primary School, we understand the impact appropriate feedback can have on the progress our children can make. We aim for a consistent approach to the methods used by our staff and have created an age appropriate, whole school approach, which is used in each classroom. We have collaborated as a

team to produce a policy which reflects current research and has the greatest impact on supporting our children to have every opportunity to make progress.

Aims and Objectives

The aims for our policy are to ensure feedback is:

- Manageable for staff
- Used only to advance pupil progress and outcomes
- Used consistently across school to ensure all pupils know what to expect
- Not overly evidenced for the sake of external verification
- Delivered closest to the point of action and 'in the moment' to ensure it is at its most effective.
- An integral part of our wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress
- Used consistently across school in order to support improvement in pupil's learning.

Feedback at Hose Church of England Primary School

- All learning in books is acknowledged by Teachers – this will take the form of a tick against the learning objective.
- Teachers show adaptations have been made with the symbol S with brief notes on the adaptations provided, for example S – used manipulative, S – word mat provided etc.
- Adults will use a 'find them and fix them' approach to corrections under the understanding that whoever does the editing does the learning. Adults will give clues to the nature of the correction required (see below for codes)
- Adults (Teacher, LSA, Supply) will mark work in green pen.
- Pupils will have the opportunity to revisit their own learning and identify and address any 'mistakes' using teacher's marking to guide them.
- Children will edit and respond to feedback in purple pen.
- Learning that has taken place is used to highlight any misconceptions and inform the teachers planning for future lessons.
- There will be a focus on identifying their own errors and editing or redrafting work after feedback from the teacher.
- Teachers will use live marking techniques to address any errors in the moment and to adapt teaching and learning for individuals and groups as required.
- Written feedback will be minimal and will focus on moving learning forwards.
- Children's hard work and success will be celebrated with stamps, stickers and the opportunity to share their great work with others.
- Children should understand what they need to do to improve their work and their next steps in learning.

SEND

When giving feedback to children with SEND, we are mindful of the wide range of abilities and starting points of our children. Reasonable adjustments and adaptations are made so that every child has full access to a relevant curriculum to meet their needs and will be given feedback appropriate to their learning.

Roles and Responsibilities

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing the impact of this policy on teacher workload
- Ensuring feedback practises are applied consistently across school
- Staff are aware of the school's procedures for providing feedback
- Provide guidance and training for staff to effectively implement this policy

Subject Leads are responsible for:

- Supporting staff with subject specific queries relating to this policy
- Carefully assessing how well pupils are progressing within their subject (through work sampling, learning walks, lesson blinks and pupil voice activities)

Teaching staff are responsible for:

- Ensuring they are familiar with the EEF guidance which has been used to support the creation of this policy
- Ensuring pupils understand how feedback is given in their classes
- Ensuring pupils know the routines for responding to feedback given.
- Ensuring pupils understand the feedback given
- Allowing time for pupils to discuss any feedback given to clarify their response to it.
- Ensuring that this policy is adopted when providing feedback.

Monitoring and Evaluating this Policy

This policy will be reviewed annually as a staff team to ensure it remains relevant to the needs of staff and pupils.







This policy is due to be reviewed in June 2025.

Appendices

Appendix A – Non-Negotiables for Any Feedback







- Adults will use a green pen when providing feedback
- All learning is acknowledged with a tick next to the learning objective
- If adaptations or support is given adults will mark an S and give a brief description of the adaptation made.
- Any brief comments recorded by adults in books which reflect feedback or otherwise, are to be completed in clear, legible handwriting using a green pen.
- Where appropriate, misconceptions are identified using a green highlighter and next step/learning action written in relation to it by the adult.
- Any editing by pupils will be done in purple pen.
- Pupils should be able to read and understand any comments.
- Spelling corrections should be limited to no more than 5 per piece of work and should focus initially on common exception words and subject specific vocabulary.
- Marking codes are shared with children to support their understanding and independence when editing.
- Children are given regular opportunities to reflect on their own learning and challenge their thinking.
- Each week, children will be given time to respond to feedback in books.
- Learning Objectives will focus on the technical aspects of key knowledge/skills taught within the lesson.
- Learning objectives will be written as I can statements.
- Where appropriate, children will have access to relevant success criteria which should be referred to throughout their learning journey. This can be generated by the teacher but we fully support teachers creating this with the children as part of the process of the lesson.

Appendix B – Table of Marking Codes

Marking Codes	
	Learning acknowledged with a green tick next to the learning objective
	S in a circle shows that support has been given by an adult. Teachers add T, LSA add LSA to identify which adult has supported (initials can also be used)
	G in a circle denotes a child has been part of a guided group work support
	Green wiggly line under a word identifies a spelling error
CH	Identifies a section where a pupil should check for sense
	Straight green line Identifies missing punctuation
	Green arrow head Identifies a missing word within a sentence
Green highlighter	Identifies an error which requires a written response from the child.

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations

Principles	Methods	Implementation
<p>1 Lay the foundations for effective feedback</p>  <ul style="list-style-type: none"> • Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. • High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address). 	<p>2 Deliver appropriately timed feedback that focuses on moving learning forward</p>  <ul style="list-style-type: none"> • There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. • Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. • Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective. 	<p>3 Plan for how pupils will receive and use feedback</p>  <ul style="list-style-type: none"> • Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. • Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.
<p>4 Carefully consider how to use purposeful, and time-efficient, written feedback</p>  <ul style="list-style-type: none"> • Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary. • The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils. • Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders. 	<p>5 Carefully consider how to use purposeful verbal feedback</p>  <ul style="list-style-type: none"> • Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. • However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed. 	<p>6 Design a school feedback policy that prioritises and exemplifies the principles of effective feedback</p>  <ul style="list-style-type: none"> • Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development. • Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.