



Madley Primary School

Feedback Policy

Date established by governing body

Spring Term 2024

Review date

Spring Term 2025

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1. INTENT

1.1 As a school, we trust in teachers to act with professional integrity to choose the best and most appropriate form of feedback for that particular child, for that particular task (see Teacher Standards, 2011).

The purpose of feedback is to:

- **Build** - Encourage learners (Where am I with my learning?)
- **Identify** - Unpick misconceptions (Where am I aiming to get to with my learning?)
- **Growth** - Identify next steps (How do I get there?)

1.2 At Madley Primary School, we follow an 'immediate feedback' approach. The intention of providing immediate feedback is to reduce workload and it increases the impact of what is being planned and delivered by the teachers so that **pupils deepen their knowledge and understanding of the curriculum that is being taught to them.**

1.3 **Why do we provide feedback?** The primary purpose of feedback is to further children's progress in learning. Adults have the responsibility to empower pupils to feel confident about improving their own work.

1.4 Feedback is crucial for improving not only knowledge acquisition but also learner motivation and outcome. It informs pupil progression within the lesson and over time. Live feedback should enable pupils at Madley Primary School to self-regulate their learning by becoming more reflective, independent, resilient and ambitious learners.

1.5 Feedback is a 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. The progress made will be evident in their books. Pupils should understand how to improve and develop because of useful immediate feedback which provides a next step either within the lesson or in the next appropriate lesson.

1.6 New knowledge is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure. One assessment strategy that can be used here will be Flashback 4 across all subject areas.

2. IMPLEMENTATION

2.1 The agreed feedback procedures will vary according to the type of learning, subject or key stage. Pupils are provided with feedback in a variety of ways throughout lessons.

These include:

2.1.1 **Verbal feedback:**

- This is the most frequent form of feedback in all subject areas and happens throughout all lessons every day.
- It enables rapid corrections of misconceptions by the teacher or Learning Support Staff within the lesson.
- It happens at the point of learning in lessons and will involve the students reflecting on and acting on feedback at the point the feedback is received.
- It may be directed to individuals or groups of pupils

- It will be difficult to identify this type of feedback in a “book scrutiny” but the quality of this feedback will be visible in lesson observations and learning walks as the lesson is happening.

2.1.2 Peer and self-feedback and marking:

- Is working collaboratively with a partner to look at learning and support one another with next steps.
- Effective peer and self-feedback happens when it is rigorously structured and modelled by the teacher. Exemplified peer and self-marking is completed alongside the success criteria or more detailed checklists on how to achieve excellence in a lesson.
- Pupils need to be well-trained over a period of time to effectively peer and self-assess. This process will be clearly led by the teacher.

2.1.3 Pupil conferencing:

- Is a one-to-one or small group discussion between teacher and pupils that takes place to discuss learning and progress.
- Teacher feedback in this setting can prove invaluable in helping pupils to identify misconceptions and areas for development. It also provides an opportunity to discuss barriers that are preventing pupils from learning to achieve beyond their potential.
- Uses reflection, reference to success criteria and discussion around where pupils are with their learning and where they need to be. During this time, editing, further questions and modelled examples can be used or completed where support is offered to build confidence in the pupil with the area of learning.

2.1.4 Written feedback:

- There is no expectation that every piece of work a pupil completes will receive written feedback. However, written feedback will be of the highest standard and model expectations for pupils (e.g. handwriting, spellings, grammar, presentation).
- While, as a school we are keen to embrace a sensible and realistic approach to workload and the marking burden, this does not mean that we have a “no marking” approach.
- As professionals, we are able to make the judgement about when a piece of work requires checking or marking; the identification of issues such as keywords, literacy and presentation issues are still very important at Madley Primary School to enable all pupils to continue to make progress.
- Every pupil must receive detailed written feedback on specific pieces of work during an academic year. For example extended pieces of writing that will be edited.
- This feedback will be clearly evident in their books and will be personalised to the pupil and their work.
- Written feedback will be in green pen for next steps and areas of improvement, which will be the main focus, and purple pen to identify strengths. There are specific literacy codes (see appendix 2) that must be used to support the whole school approach to raising levels of literacy attainment.

2.1.5 Home learning feedback:

- Pupils will be provided with a supportive written or verbal comment relating to the learning via Seesaw.

2.1.6 Pupils absent

- Pupils who are absent or leaving mid-lesson due to medical, music lessons, sporting events or other reasons should have their absence indicated in books.

2.1.7 Learning Support Assistants feedback

- LSAs are also key in providing feedback to pupils and they should follow the policy when offering feedback.
- LSAs supporting individuals or groups of children will mark their books to indicate the amount/type of support given (GS = group support, S = with support, I = independent) and write their initials.

3. IMPACT

- Robust and timely monitoring and moderation demonstrates that pupils make good or better progress over time as a result of highly effective marking and feedback.
- Pupil conferencing enables teachers to reshape learning and as a result pupils understand how well they are progressing and what they need to do to improve further.
- This document is kept under regular review and is updated in consultation with staff in phases so that it is responsive to pupils' needs.

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations

Principles	Methods	Implementation
1 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).		
2 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.		
3 Plan 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.		
	4 Carefully consider how to use purposeful, and time-efficient, written feedback - 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.	
	5 Carefully consider how to use purposeful verbal feedback - 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.	
		6 Design a school feedback policy that prioritises and exemplifies the principles of effective feedback - 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.

APPENDIX 2:

In order to develop a consistent approach to marking, the whole school marking codes should be used.

As children progress through the school (particularly in Year 6) fewer codes will be used due to the nature of children needing to be more independent in their editing and identifying areas for development in preparation for SATs and moderation.

Code	What is means	What the teacher will do (use the margin for codes in KS2)	What the pupils will do
Sp	spelling	 Place a Sp and underline the word. (max 3 per page). The focus of corrections should be on subject specific words of high frequency words.	Pupils will complete a task for example: Use the LOOK-COVER-WRITE-CHECK method, writing the correct spelling three times. Make up a mnemonic for the word. If it is a homophone, write a sentence for each possible spelling of the word.
P	punctuation	 Place a P and circle where the missing punctuation should be.	Add in or correct the punctuation that is needed.
NP	New paragraph	 Place the symbol where the new paragraph will start.	
G	Grammar	 underline the sentence or phase	Read the sentence or phrase. Work out what feels wrong with it. Change or add words/ punctuation until it feels right.
H	Handwriting	 Place a H and underline the sentence or phase.	Practise letter formation Write more slowly. Spread handwriting out. Do not join up writing if necessary. Use a line guide.
?	One or more aspects of writing make it difficult to read.	Place the symbol in the book next to the part of writing.	Read through the writing. Write an improved draft Show a teacher or a friend.
^	A word or phrase is missing		Read through the answer.

		Place a simple green arrow to show an incorrect answer.	Look for any additional words of phrases that could be added Ask a friend for an opinion Check with the teacher
	An error in the answer.	 Place a simple green dot to show an incorrect answer.	Try working out the problem or answering the question again. Make the correction.
	An action is needed by the pupil.	 A green arrow will be placed at the end of the work to indicate an action is needed by the pupil.	The pupil will make the appropriate corrections or response to feedback.
	A good feature of the work. A correct answer.	 Place a simple purple tick to show a good feature of the work or a correct answer.	Be proud that the learning intention has been met or confidence has been shown in the expectations of the success criteria. Use these features in future work when appropriate.