	Newbottle and Charlton C.E.V.A. Primary School
	'Let all that you do be done in love'; *Every Person Matters, Every Moment Counts*

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FEEDBACK POLICY
(Non-statutory – Annual Review)

Adopted by the Governing Body on [Date]:	
Date of review:	July 2024
Chair of Governors Signature:	
Date of next review:	July 2025

Newbottle and Charlton CEVA Primary School

<u>Feedback Policy</u>

At Newbottle and Charlton CEVA Primary school, we recognise the importance of feedback as an integral part of teaching and learning. We are mindful of the growing body of research surrounding effective feedback and the workload implications of written marking as well as research from cognitive science regarding the fragility of new learning. We aim to maximise the effectiveness of feedback in our practice.

Aims
Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations.

Meta-analysis by the Education Endowment Foundation shows that effective feedback should:
- Redirect or refocus either the teacher's or the 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.
- Put the onus on the pupils to correct their own mistakes, rather than providing correct answers for them. Feedback can help children to identify improvements they can make to their learning but it should not take away from children's own responsibility to progress- (e.g. Adults correcting all spellings, punctuation or elements of grammar or maths errors).
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

In giving feedback to children we aim to make use of recommendations (Teacher Feedback to improve pupil learning- EEF 2021) to ensure that children are provided with timely and purposeful feedback that furthers their learning. Teachers can gather assessments that enable them to adjust their teaching both within and across a sequence of lessons. 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.

Types of Feedback
Feedback should be meaningful and focus on how to advance pupil progress and outcomes. It will vary by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. The EEF 2021 states, ' 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.' Teachers are encouraged to adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.

Feedback must be manageable, meaningful and motivating. Procedures must not take hours of time after school to ensure that teachers can maintain a sensible work-life balance in order that they carefully focus on planning and adapting the next lesson in a sequence of lessons.

Effective Feedback and Marking
- It is the most effective in the presence of the child
- Effort is acknowledged alongside achievement
- Pupils are given time to read through any marking, reflecting and responding when appropriate.


General Guidelines for Feedback/Marking

All work in books will be acknowledged linked to learning outcomes at the end of each lesson (see marking codes). Strategies for self-reflection using the learning wheel or thumbs approach should be shared to children to identify and reflect on their own learning during the lesson.

EYFS, Key Stage 1:   Key Stage 2:

Children respond to how they feel about their learning during the lesson with thumbs up, down or in somewhere in the middle.
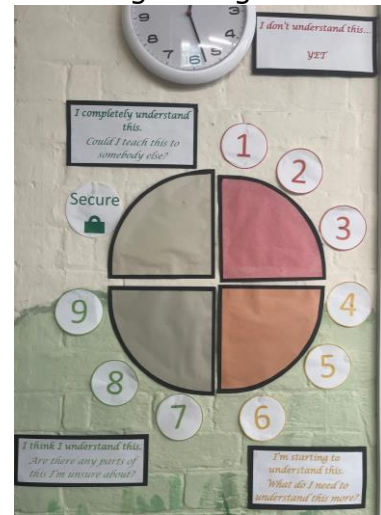
Children respond to how they feel about their learning during the lesson with numbered 1-9 or S (secure). This may be verbally or written in their book.

Green pens are used for all marking by a teacher and light blue for all marking by a teaching assistant. Children can self-mark using coloured pens/ purple pens (Ks2).

Types of Effective Feedback

Type	Details	Evidence (for monitoring)
1.Immediate- (at the point of learning/teaching) to individuals or small groups	- Takes place during the whole class session- alongside individuals or small groups. - Includes teacher gathering evidence- Work on whiteboards etc. - Often given verbally for immediate action - May re-direct the focus of the teaching or task set - Misconceptions will be addressed - May include annotations following our school's marking code - Any marking (live) is completed alongside the children and is quick. Pupils will respond in purple pen.	- Lesson observations - Learning walks - Some evidence in books- according to agreed codes - Improvement evident in books, either through editing or further learning to address gaps.

2.Summary – During or end of the lesson/task to the whole class	• Takes place during or at the end of a lesson/activity to the whole class or small group • Provides an opportunity for evaluation of learning in the lesson • Good examples, misconceptions, common errors will be discussed as a class- through different ways including showing work on visualiser. • Teachers may model good examples and pupils will assess their work against the exemplar work. • May be peer or self-marked **(purple pen/coloured pencil)**	• Lesson Observations • Learning walks • Book Looks • Pre and Post teach sessions
3.Review- Away from the lesson	• Takes place away from the learning • May involve written comments for the pupils to respond to • May be whole class feedback to which pupils use their editing pens to add value to their work (Purple pens ks2) • May lead to targets being set for pupils' future attention or immediate action (recorded by teachers) • Provides teachers with opportunities for assessment • Leads to adaptations of future plans	• Lesson observations • Book looks • Some evidence in books- according to agreed codes • May include next steps • May include pupils' written responses/editing. • Adaptation to future teaching sequences • Notes to inform future lessons, booster groups

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger children. As a school, we place considerable emphasis on the provision of immediate feedback.

Feedback will be not only focus on errors and improvements but also successes. The ways children will understand their successes through the following:
1. Giving verbal feedback to individuals (private or public)
2. Giving verbal feedback to the groups or class
3. Using marking codes in books
4. Comments in books
5. Sharing good examples under the visualiser
6. Peer Assessment- through discussions as a class or 1:1
7. Displaying work
8. Giving out stickers (from teacher or work sent to Headteacher)
9. Giving out positive postcards
10. Giving out certificates in Celebration Assembly

Pupils all have online journals and if they decide to complete their work on this platform, teachers will either give written feedback or record verbal feedback for children to listen to. With some pieces a 'like' will be given to acknowledge completing and this will only be for pieces of homework where a comment isn't needed. i.e completing Sumdog.

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple codes such as ticks and codes. Children should feel that every piece of work they produce has been valued and assessed by the teacher through one of the approaches listed above.

In EYFS and Key Stage One, review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with the children at the next appropriate opportunity.

Written marking and comments should be used where meaningful guidance can be offered when it has not been possible to provide immediate feedback during the classroom session.

Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, a comment may not be needed in books. In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Depth of Marking

All Subjects	- Books marked using marking codes - Focus on how far the pupils have met the learning objective- Marking code or short comment - Presentation of work may be commented on - Effort may be commented on (marking code or short comment) - Some key errors/misconceptions will be identified. - In practical elements of subjects such as Art, DT, Music and PE, there is a recognition of the importance of verbal feedback, which can have a significant impact on progress and attainment.
English/ short pieces of writing	In addition to all subjects: - Common exception (spelling laundry) or subject specific misspelt words (if not phonetically plausible in KS1 but has been taught) that the children should know will be underlined and the correct spelling written in the margin. Between 3/4 spellings will be identified by the teacher. - Spelling errors identified in a piece of work is at the discretion of the class teacher and is dependent on prior learning, the child's individual needs and the child's existing spelling ability. - Personal spelling logs will be created with key spelling errors that they should be getting correct. These will be practised in class and sent home to revise every half term.
Extended independent pieces of writing	- The children will assess their work against a success criteria and be given the opportunity to edit prior to marking, particularly at the draft stage. - Teachers will give some general feedback before the final editing stage (this could be verbally or in note form). - Final draft marked in depth using agreed codes and marked against the success criteria. - Short comment are made with two key strengths and an area for the next piece linked to the success criteria/ layout/ effort/ presentation.

Maths	In addition to all subjects:
	➢ All pupil calculations to be marked with a greater emphasis on effect live marking or self-marking (marking codes used- A tick for a correct answer and a dot for an incorrect one)
	➢ Children should be given an opportunity to correct some of their mistakes if you feel they are able to They should not be rubbed out but done by the side of the existing work. A teacher can decide which of the mistakes would be beneficial to review by drawing a star next to the question to try again.
	➢ Misconceptions are addressed
	➢ The children will be given, where appropriate the answers to check the calculations themselves.
	➢ Where it is required, teacher should comment on the number formation and presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.
	➢ Children respond to marking and feedback

Marking Codes

Marking codes linked to learning objective	
The learning objective will be shared with children at the beginning of the lesson on the whiteboard or screen- i.e. 'We are learning to calculate improper fractions' A short title will be written or stuck in their books with theme of lesson.- i.e.. *Improper fraction.* Below you will find the codes that will be used next to the title to show if the child is secure with the learning objective at the end of the lesson.	
S	At end of the lesson the teacher feels the child is secure with their understanding of the learning objective.
^	At end of the lesson the teacher feels the child is nearly secure with their understanding of the learning objective.
\	At end of the lesson the teacher feels the child is developing their understanding of the learning objective and needs some further support to achieve the objective
★	Extra recognition praising effort work completed- Effort and presentation
🔍	Indicates that a child needs to see an adult to discuss learning- extra support or challenge. Symbol will be ticked when this discussion has taken place.
Marking codes within work	
✓	Successful answer/aspect of work
? ~~~	Re-read/ check does it make sense, spelling or grammar error
◯	Error e.g. punctuation, capital letter, part of mathematical calculation
·	Error made in answer
SP	Check spelling
✳	Try again
^	Missing word
↑	Missing Letter
//	New paragraph needed
T or TA	Work highly supported by Teacher (T) or Teaching Assistant (TA)
I	Independent piece of writing

Monitoring

The Headteacher and Subject Leaders and sometimes governors will monitor the adherence, manageability and impact of the policy as part of the routine monitoring schedule.