



<b>Policy</b>	<b>Feedback Policy</b>
<b>Last Approved</b>	<b>November 2023</b>
<b>To be reviewed:</b>	<b>November 2025</b>
<b>Review:</b>	<b>Every two years</b>

## **Feedback Policy**

At St John's C of E Primary School we value feedback as part of an effective teaching and learning cycle. The overall aim of marking and feedback is to move a child's learning on and lead to improvements in children's learning. It should also enable the teacher to adjust their teaching both within and across a sequence of lessons.

This policy is written using best practice from educational research whilst also being mindful of the workload implications of written marking.

Research shows that effective feedback should:

- Re-direct or re-focus either the teacher's or the learner's actions to achieve a goal;
- Be specific, accurate and clear;
- Encourage and support further effort;
- Provide specific guidance on how to improve and not just tell students when they are wrong;

At the heart of our feedback policy are the DFE principles which emphasise that marking should be **meaningful, manageable and motivating**.

### **Key Principles:**

- The sole focus of feedback and marking should be to further children's learning;
- Evidence of feedback is only part of the process of children making progress. We do not mark for external validation;
- Written comments should only be used where they are accessible to students, age and ability;
- Feedback is 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 provided both to teachers and pupils as part of the assessment processes in the classroom, and takes many forms other than written comments;
- 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;
- All pupils' 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 be acknowledged in books.

### **Feedback in practice.**

At St John's we give feedback at one of three stages in the learning process. These include:

- Immediate feedback – at the point of teaching and learning;
- End of lesson feedback;
- Distance feedback;

Research shows that feedback closest to the point of teaching and learning is likely to be most effective in improving learning, especially for younger pupils.

Type of feedback	What it looks like	Where can evidence be seen
At the point of teaching	<ul style="list-style-type: none"><li>• Takes place in the lesson with individuals or small groups;</li></ul>	<ul style="list-style-type: none"><li>• Lesson observations and learning walks;</li><li>• Evidence of agreed annotations within books;</li></ul>

	<ul style="list-style-type: none"> <li>• Is often given verbally to pupils with immediate actions for them to follow up on.</li> <li>• Will be indicated on the work using the agreed marking code by an adult and/or pupils where appropriate;</li> <li>• Will impact on the learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact on learning in response to feedback.</li> </ul>
Distance feedback	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching but before the next lesson in that subject;</li> <li>• May involve written comments &amp; annotations for pupils to read and respond to (see marking code)</li> <li>• Will lead, on a regular basis, to the child being set an action for future attention or immediate response e.g. <i>a correction in maths or an improvement in writing.</i></li> <li>• All children (except EYFS) will be given regular actions to respond to.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed;</li> <li>• Written comments, appropriate actions and improvements and children's responses to those actions and improvements;</li> </ul>

- All work will be acknowledged in some form by the class teacher. This is through the use of symbols, assessment against the learning intention, initials or detailed feedback;
- In key stage 1 and foundation stage, distance marking with required actions will only be used for those pupils who are capable of responding independently. Where responses are required, they will be structured to match the pupils understanding and age. If detailed distance feedback is required, it will be shared verbally with the child at the earliest opportunity and acknowledged by the adult sharing the feedback;
- In Key Stage 2, distance feedback comments should be meaningful, require a short response and be focused on something that would improve the child's learning;
- Where groups of pupils have a common need, teachers should adapt their future teaching to enable this need to be addressed rather than provide detailed feedback to each individual;
- Where a child has achieved a learning outcome and is ready for the next stage of learning, the use of triangle assessment symbol will indicate this.

### **Improvements**

An important aspect of feedback is to provide the children with clear information about how they can improve their work or further their learning.

Improvements are indicated as part of the feedback process and referred to as part of the teaching process.

This could be through verbal feedback or a comment made as part of distance feedback.

### **Marking Code**

All work will be acknowledged by the adult whom has worked with the child. This could be the class teacher or another adult working in that classroom. All adult marking takes place in a green biro pen. The marking code is used across all work and in all subjects.

Marking	What it shows
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VF, initials and possibly a single word comment or phrase	Verbal feedback given at the point of teaching and learning. Initials indicate who has given the feedback and the single word comment may be used to remind the children of the nature of their feedback e.g. <i>paragraphs</i> .
I	Use to indicate that the work has been completed independently. This could be for the whole piece of work at the end or for sections of the work;
S	The piece of work or a section of the work was supported by an adult.
Adult initials at the end of a piece of work	Indicates which adult has acknowledge the piece of work.
Use of purple pen	Children's own editing or marking of their work. This includes them marking against any honesty answers.
Imp.	Where an improvement has been set, it will be indicated by the initials IMP.
Ticks or dots	Used to indicate correct or incorrect answers when the work is a closed exercise. This could be by the child or the adult
✓✓	Used to indicate a particular success against the learning intention or success criteria or a good example of something.
?{	In the margin to indicate that a section of work doesn't make sense.
P	Maths – shows the pupil has complete the work with support of practical equipment. This can be at the end of piece of work or against specific questions.
○	English - used to indicate a grammatical error or omission.
sp	Indicates that there is a spelling error that needs correcting. Depending on the age and ability of the child the word may or may not be underlined.
//	New paragraph/new line required.
/ ^ △	Triangle used to indicate achievement against the learning intention. One side = has not met the learning intention. Two sides = has made progress towards the learning intention but needs further practise or to consolidate learning. Three sides = achieved learning intention and is ready for the next step.
CI	Child Initiated work (only used in EYFS)

The type of marking used on each piece will depend on the nature of the task set and the planned outcome. There is an expectation that there is a 'balance' of marking within a child's books so that sometimes they are given verbal feedback on their work and at other times this is through distance marking.