



Feedback Policy
May 2022

Our school's commitment to feedback

Following EEF guidance, we at Tetney Primary School strive to use feedback to have an impact on the learning of our pupils. The EEF Guidance Report on effective use of feedback defines feedback as "information given by a teacher to pupil(s) about their performance that aims to improve learning". Feedback is often seen as written marking from a member of staff using a green pen, but can take on different forms, which will be set out in this policy.

Objective of any feedback

Feedback will always be given using the rationale of 'why is this feedback being given?'. There are two main reasons:

- To recognise and celebrate a pupil's achievements, thereby motivating them.
- We can see an opportunity to move learning on by:
 - Addressing a misunderstanding or re-directing learning
 - Reinforcing a skill or key piece of information
 - Extending / deepening a child's understanding or ability to do something.

Professional judgement will be used by our teaching staff to decide how to deliver quality feedback, depending on the child and nature of the work.

In order to reduce the workload on teachers and 'opportunity cost' (the time spent delivering feedback that could be used for other aspects of teaching), we value the impact of instant and constructive comments during 'live learning', such as on-the-spot and over-the-shoulder marking, 1:1 verbal discussion with pupils about their work, guided group work on a key area or specific time allotted during a lesson for the whole class to mark their work called 'response time'. These would not necessarily all take place within the same lesson but it is at the discretion of our teaching staff to know when and how to best deploy a feedback strategy.

Expectations

Good feedback:

- is beneficial and is meaningful to the child.
- is timely and purposeful.
- will indicate strengths and areas for development.
- shows that the pupils' work is valued and provides opportunity for praise.
- provides 'response time' opportunities for pupils where appropriate, either immediately after being given or as part of the following lesson where time is specifically allocated for this.
- will inform assessment and planning.
- is consistent throughout the school.
- will explicitly relate to the Learning Objective and/or Success Criteria of the lesson.
- will be in the handwriting style of the year group (following our handwriting policy).

Principles

Good feedback is always:

- meaningful;
- manageable; and
- motivating.

Feedback during live learning has an immediate impact on children's learning and progress. Marking symbols (see appendix 1) to provide feedback ensure consistency in marking throughout the school.

Practice

Many pieces of work (in English, Maths or Topic) will be marked to a secretarial level e.g. checking the Learning Objective has been achieved, spelling errors or key PAG areas are included.

The expectation is that a longer piece of writing, in English or Topic, will be marked by a teacher in-depth using written feedback, carried out as immediately as possible to maximise impact.

Feedback from staff will always be completed using a green pen, using the handwriting style set out in the school handwriting policy.

A success, linked to the Learning Objective and/or Success Criteria, will be indicated by a  in the margin followed by a comment.

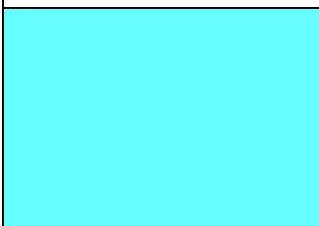
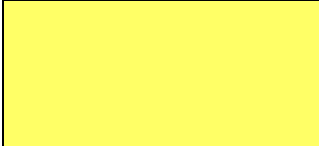
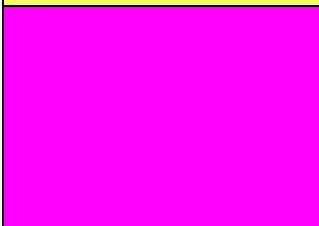
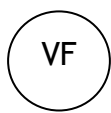
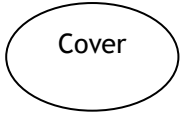
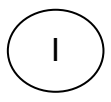
Something to be improved upon will be indicated by a  in the margin followed by a comment, guidance on how to improve the work further or a task to be carried out during 'response time'.

When pupils carry out this response or edit their work based on instant feedback, they will use a blue pen to show that this has been added to the content of the original piece. This will be introduced to Year 1 pupils, where deemed appropriate by the class teacher and taking into account the child's ability, and embedded within practice for all pupils in Year 2 and upwards.

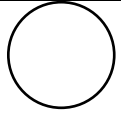
There may be times where pupils are asked to 'feed-forward' on either their own work or that of a peer, using the tick and a step format. This allows pupils to take greater responsibility for directing their own learning or that of another. When pupils complete this, they will follow the same format and expectation as teaching staff but complete using their regular handwriting equipment; a response to this would be carried out in blue pen to show it has been completed after the original piece of work.

Any spelling or grammatical errors (see appendix 2) will be corrected by the pupil in the margin using blue pen.

Appendix 1: Marking Symbols

	Tick: An explanation of what has been carried out successfully, linked to the Learning Objective and/or Success Criteria
	Step: An explanation of what needs to be completed in order to progress work and/or understanding. This could be a comment or a task, to be carried out by the pupil using blue pen.
	Deeper Learning / Greater depth of understanding of Learning Objective demonstrated Evidence of deeper learning opportunities where the child has demonstrated: independence, fluency, application or consistency, or shown the ability to synthesise or revisit.
	Good / Learning Objective achieved: Evidence of Success Criteria being met
	Improvement required / Working towards Learning Objective: e.g. tense, word choice, sentence openers, spellings, correction needed
	Poor effort: This is used when a child does not work to the best of their ability. This judgement is made on a child-by-child basis and is used judiciously e.g. letter/number formation, untidy presentation, inaccurate copying etc.
	Verbal Feedback: Adult has had a conversation with the child about their work. This is accompanied by a brief note e.g. re: place value / capitals for proper nouns.
	Guided Work: Child has had support for an activity with a member of staff (teacher or TA).
	Cover: Lesson delivered by TA or supply teacher.
	Independent: Child has completed work independently. This is predominately used with children in EYFS or those who usually receive support.

Appendix 2: Feedback Symbols for Pupils

	Tick: An explanation of what has been carried out successfully, linked to the Learning Objective and/or Success Criteria
	Step: An explanation of what needs to be completed in order to progress work and/or understanding. This could be a comment or a task, to be carried out by the pupil using blue pen.
 beneath a word	Spelling error: Indicator that the word has been spelt incorrectly. The teacher might write the correct word in the margin for the pupil, or might ask them to correct it during 'response time'. Teachers will underline no more than three words to preserve the pupil's writing confidence.
'sp' written in the margin	Spelling error on this line: Indicator that a word on this line of writing has been spelt incorrectly. The teacher would expect the pupil to correct it during 'response time'.
	Grammatical error: Indicator that the word has incorrect grammar. The teacher might write the correct word in the margin for the pupil, or might ask them to correct it during 'response time'. e.g. 'was' used instead of 'were', apostrophe missing in a contraction, a word capitalised unnecessarily
	Capital letter or punctuation error: Indicator that the letter is capitalised unnecessarily or should be capitalised, or that a piece of punctuation is missing. The teacher might write the correct word in the margin for the pupil, or might ask them to correct it during 'response time'.
	Missing word or punctuation: Indicator that there is a word or piece of punctuation missing. The teacher might write the missing element above the symbol for the pupil, or might ask them to correct it during 'response time'.
//	New paragraph: Indicator that there should be a new paragraph here due to changing time, place, topic or person (TiPToP).

Principles

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.

Methods

Implementation

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.