



New Beginnings,  
Endless possibilities

## Feedback Policy

Policy to be reviewed: September 2022

### **Aims:**

The purposes of assessment and feedback are:

- To ensure rapid rates of progress for pupils' across school and the highest levels of attainment.
- To discover what children have learned and identify their next steps
- To inform planning and further work
- To ensure consistency of approach in assessment and record keeping procedures
- To analyse the performance of different cohorts of children and ensure appropriate intervention is provided
- To act as a means of accountability to governors, parents, the Head Teacher and other agencies

Our policy has been developed to reflect research about best practice. Feedback at Arley Primary School must be:

- **Meaningful** - feedback may be delivered in a number of ways: verbal or written comments, annotations, symbols and is not only evidenced in books, but also, and more powerfully, through discussions with children. It also needs to be timely, as feedback delivered closest to the point of action is most effective. Children are encouraged, within the lesson, to reflect on when they have been successful and recognise this in their own and their peers' work
- **Motivational** - Feedback must motivate children to make progress, by both celebrating their successes and identifying errors and future areas for improvement with a positive mind-set. Teachers use a variety of reflection and feedback strategies and activities through planned reflection time in lessons, involving the children in the assessment of their own and their peers' strengths and areas for development. To ensure that children are able to recognise when they have produced work of a high standard and been ambitious in their learning, we use a number ways to reference these successes including; verbally, green highlighter, ticks and house points.
- **Manageable** - Feedback must be manageable for both staff and pupils. Different work will be assessed in different ways and the feedback from this will be delivered in different ways, but always with an emphasis on how best to move the children on in their learning. Therefore, some work will not be physically marked at all, but, as an example, the feedback from that work may be planned in to the start of the next lesson or delivered through a small group intervention.

### **Equal Opportunities:**

1. Children's work and efforts will be marked using a consistent standard of criteria regardless of their race, gender, but specific to their individual needs. An individual's ability and understanding will determine the basis of evaluation and identify targets related to curriculum development needs.
- 2.

### **What does feedback look like?**

Feedback should give children opportunities to be involved in their own assessment, to explain their thinking and for them to identify their next step. At the heart of our approach to feedback is the understanding that immediate feedback, which is often done verbally, is the most effective. It allows children to reflect instantly on their work. However, it is carefully balanced with a variety of other strategies to ensure that all children are given enough support to know where they are now, where they need to get to (next steps) and most crucially, how to 'close the gap' between the two. With this in mind, we believe that written feedback should be used sparingly yet meaningfully. Where written feedback is used, it should only be done if it is the best way available to deliver a message to the child and move their learning on.

When staff write in books, **a green pen** should be used. Pupil editing and marking is also taught to encourage the development of metacognitive skills. This is introduced in KS1 and happens daily in KS2. When editing, marking and uplevelling, pupils use a **purple pen**.

Appendix 1 lists example strategies that are used in order to be effective in assessing and providing feedback. Stamps are used at the end of lesson to indicate progress against the L0. No other set strategy is stipulated as we recognise that providing feedback in different ways will work better for different subjects, different children and different staff. Instead, we ensure one expectation: feedback helps to move children's learning on in a meaningful, motivational and manageable way.

Written by Nicola Finch-Turner – March 2022

## Appendix 1

### Example assessment and feedback strategies which may be used in lessons:

- During the lesson (immediate/summary feedback)
- Questioning/observations/discussions/dialogue between pupils and adults
- Assessing work against LO or SC
- Planned opportunities for peer or self-assessment
- Learning constantly being evaluated and adapted
- Children choosing their challenges by reflecting on their stage in learning
- Pupils noting their successes and/or identifying next steps as they work, using writing skills checklist/success criteria/learning intention
- Remodelling of calculations/sentence structure etc.
- Directing or challenging children as appropriate, based on the LO/SC/targets
- Moving children on to the next challenge
- Re-teaching strategies
- Directing children to available support tools (e.g. working walls, writing frames, practical equipment)
- Drawing attention to mistakes or misconceptions through spot marking and teacher-pupil dialogue

### After the lesson (summary/review feedback)

- Grouping books/children in relation to their achievements and/or development points. This is often in preparation for the next lesson to identify who the focus children are, how the engagement activity may need to change or where pupils can be challenged further
- Adapting planning for future lessons to address errors, share key messages from previous learning with the class, address gaps in learning
- Informing TAs of their role in the next lesson to support children and give them more specific feedback
- Coding strategies to make children aware of successes and areas to develop (Appendix 2). The use of these should be adapted to the age, level and needs of the individual child.
- Green highlighting successes and orange highlighting for mistakes/misconceptions/points for development
- Giving written feedback (where appropriate) that moves learning forward. If not required, don't write it down!

### Pupil response

- Pupils will use purple pens to respond to feedback and address the identified points as they continue their work either within the lesson, after the lesson or in subsequent lessons (as appropriate) and teachers must plan for this to happen. As always, this should be as timely as possible for it to be manageable and have the most impact on learning and progress (meaningful).

### Ways they may respond include:

- Identifying mistakes and then correcting them
- Responding to further challenge (e.g. explain reasons, try this trickier concept, apply your learning)
- Editing work against SC/LO/targets
- Seeking further support if needed
- Noting points given as verbal feedback in margin to help them remember or develop their work.

## APPENDIX 2

### Feedback Symbols

**ST** : Supply Teacher

**TA**: TA Led

**VF** : Verbal Feedback



correct answer



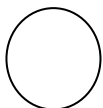
I really like this...



Correction needed.



spelling mistake



incorrect or missing punctuation



new paragraph



incorrect answer, check it