



ALDERMAN POUNDER INFANT AND NURSERY SCHOOL

FEEDBACK POLICY

Document Owner: Teaching & Learning Lead

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Version: 2.0

Review frequency: 2 yearly

REVISION HISTORY

Version	Revision Date	Next review due	Summary of Changes (and author)
1.0	Spring 2019	Summer 2019	New policy introduced following the FHT partnership review feedback
1.1	Summer 2020	Summer 2021	Update of marking symbols. Clarification of some details for KS1 practice. (H Davison & A Barnes)
2.0	Spring 2022	Spring 2024	Policy updated to improve impact and reduce workload implications following consultation with teaching and learning staff (including all teachers). Policy name changed to 'Feedback policy' from 'Marking, feedback and presentation policy',

Aims

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation 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 child'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 children to correct their own mistakes, rather than providing correct answers for them.
- alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Purpose of feedback

The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the child (e.g. making corrections to spellings, punctuation or elements of grammar which children could be scaffolded to address).

Teacher feedback

The EEF Feedback Guidance Report (2021), highlights this specific form of feedback may be defined as: *"information given by a teacher to pupil(s) about their performance that aims to improve learning."* When giving this information, teachers have a range of decisions to make, and can provide feedback in a variety of different ways. Feedback can focus on different content;

- be delivered in different methods;
- be directed to different people; and
- be delivered at different times.

These four aspects of feedback are expanded below.



Progression of feedback

While the purpose of feedback remains consistent across all years at Alderman Pounder, the type of feedback given will vary depending on the age and needs of the children.

The importance of editing in our feedback cycle:

“Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils’ responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.” - DfE, 2016

How we give feedback

All teaching and learning staff, including teachers and TAs are encouraged to read [Teacher Feedback to Improve Pupil Learning](#) (summary available in Appendix 1). Our approach to feedback in books is exemplified in Appendix 2.

All feedback:

- All feedback will be developmental and focused around the learning objective. It should have a positive impact on children’s learning.
- Language will be accessible to the child concerned and phrased positively, whether verbal or written.
- Feedback should identify strengths and next steps in learning – proof reading and editing time should be given by the class teacher. This process will be modelled for the children by the class teacher and TA.
- Verbal feedback will be used throughout lessons.
- Live marking and immediate feedback will be given, with the children responding to, looking for, and correcting their misconceptions – this will need to be modelled for the children and some children will need further scaffolding with this.
- All staff will mark in **blue** pen (pens are available from school stock). Any written marking must be clear, well-presented and model school handwriting policy, with correct use of spelling, punctuation and grammar.
- Correct work will be marked with a tick (✓), and errors indicated with a dot (•).
- Where the learning objective (see appendix 3) has been met, a tick (✓) will be placed to the right of the learning objective.
- All work will be presumed to have been completed without direct adult support. ‘WS’ will be marked in children’s work next to elements which are supported by an adult. ‘I’ will be used to mark independent elements following work completed with adult support.
- Some children may need a gentle prompt to narrow down their focus when looking for errors. To support this, teachers and TAs will prioritise the focus of feedback e.g. by referring to the 5-point check (see appendix 4) in writing, or drawing a box around an error in maths.
- Children will respond to feedback in **purple** pen.
- If appropriate, written comments will be found at the end of the work and will be appropriate to the age of the children. In-the-moment, verbal feedback which is actioned immediately is likely to have greater impact on learning

EYFS

- Children's responses to marking in purple pen will be introduced in Phonics during the autumn term in Reception. During the spring term, it will be scaffolded during other adults directed tasks to develop greater independence by the summer term.
- Group feedback may be provided during adult directed activities where a WAGOLL may be shared.
- Adults may annotate children's work / photographs to support learning, including scribing where appropriate.

KS1

- Children's responses to marking in purple pen will be used in all areas, when appropriate.
- Whole class feedback, including common misconceptions and sharing of a child's WAGOLL may be used.

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 1: Teacher Feedback to Improve Pupil Learning

Appendix 2: Marking exemplification

EYFS

To be included

KS1

To be included


Appendix 3: LO template

Work should be presented in line with the presentation expectations.

EYFS

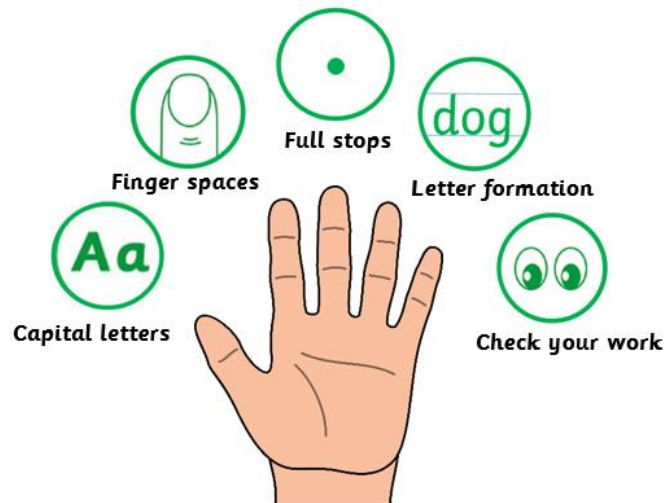
To be included – please provide a copy to Adam for upload

KS1

 English	LO:
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A template is available from the KS1 phase lead with each of the subject's icons.

Appendix 4: 5-point check



Have you used your 5 point check?

