



# BRETHERTON ENDOWED CE PRIMARY SCHOOL Feedback Policy

*Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.*

**This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.**

This policy sets out Bretherton Endowed's principles and strategies for feedback throughout the school. It puts relationships between pupils and teachers at its heart.

Dylan Williams said, 'The main role of feedback, at least in schools, is to improve the learner not the work'. At Bretherton Endowed, this policy is to effect feedback that support excellent progress for learners, enables teachers to be professionals whilst reducing unnecessary workload.

Meaningful feedback supports pupil progress, building learning, addressing misconceptions and thereby closing the gap between where the pupil is and where the teacher wants them to be. Feedback is a crucial component of high quality teaching across the curriculum. Based on professional judgement, feedback can be provided in a variety of different ways.

## **Aims of this policy**

We aim to create a culture of effective feedback with the aim of maximising the impact on learning through the use of a wide range of approaches that research and evidence suggest are the most effective. This policy recognises the significant time that written feedback can take and therefore seeks to make the most effective use of teacher time. This policy recognises teachers as professionals.

- Sole focus of feedback should be to further children's learning and respond to the individual needs of children.
- Feedback forms an integral part of the process of responsive teaching which is evident in all lessons
- Feedback is a two-way process: teachers will learn and be able to adapt their instructions from the feedback that they receive from pupils within lesson; inform future planning; pupils will be able to learn from effective feedback they receive.
- It is primarily a verbal process that takes place between pupils and teachers
- It is given where there is time and opportunity for pupils to respond to the feedback they have received
- It should empower children to take responsibility for improving their own work; it should be motivational.
- It will look different in different year groups and curriculum areas across the school and be 'age appropriate' eg PE feedback will be wholly verbal
- It is based on a thorough understanding of individual pupils and their learning and may focus on the task, subject and self regulation strategies
- Feedback should ultimately aim **to improve the pupil's knowledge and understanding** as opposed to simply improving the pupils' work
- It can encourage peer and self assessment opportunities to develop reflective and metacognition skills
- Good feedback will be visible through the progress of pupil's skills and understanding in subsequent lessons.

- Be manageable for all.

### What is feedback?

Feedback is part of school's wider assessment processes which aim to provide an appropriate level of challenge. The aim is make use of good practice approaches outlined by EEF.

*'Feedback is information given by a teacher to pupil about their performance that aims to improve learning'. (p7 EEF)*

Feedback can:

- Focus on content
- Be delivered in different methods
- Be directed to different people
- Be delivered at different times



It is approached systematically and specifically by adopting three fundamental principles:

1. Lay the foundations of effective feedback, with high quality initial teaching that includes careful formative assessment
2. Deliver appropriately timed feedback that focused on moving learning forward
3. Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

### 1: Lay the foundations of effective feedback, with high quality initial teaching that includes careful formative assessment

To offer effective feedback, teachers must first lay foundations. Specifically, they will provide high quality instruction, including two formative assessment strategies:

- Set learning intentions (which feedback will aim to address) ensuring that learning intentions and success criteria are clarified, shared and understood
- Access learning gaps (which feedback will address) in order to target weaknesses. This requires carefully designed tasks, activities and effective questioning.

Through the use of high quality instruction, children will know what they are learning. Teachers will develop their use of technology where appropriate to support workload.

High quality instruction includes:

- Building on pupil's prior knowledge
- Avoiding overloading pupils working memory by breaking things into smaller steps
- Encourage retention of learning by using repetition practice and retrieval of critical knowledge and skills
- Deliver a carefully sequenced curriculum which teaches essential concepts, knowledge and skills
- Being aware of common misconceptions and prepare strategies to counter them
- Plan effective lessons, making good use of modelling, explanations, scaffolds to support learning
- Adapt teaching in a responsive way to support struggling learners whilst having high expectations for all
- Provide pupils with strategies to plan, monitor and evaluate their learning.

How will teachers elicit evidence of learning?

- Effective questioning
- Carefully designed tasks
- Student response systems. Eg. whiteboards, ABC

By ensuring the Learning Intention is clear and precise, linked to skills and/ or knowledge work can be acknowledged by staff for example by a tick, marking triangle.

## 2: Deliver appropriately timed feedback that focused on moving learning forward

Timing of feedback can be categorised into the following three stages:

- **Immediate feedback.** This takes place during lesson and allows teachers to adapt their teaching and give feedback at the point of teaching
- **Summary feedback.** This may take place at the end of a lesson. It may involve some form of self/peer assessment
- **Distance feedback.** This takes place away from the lesson and provides feedback to the teacher about how the pupils have understood concepts. This, in turn, informs planning for future learning opportunities which includes the use of whole class feedback sheets to focus on the next steps for the whole class, groups or for individuals.




Immediate feedback and what it may look like

Immediate	<p><b><i>Takes place within the lesson as part of the teaching</i></b></p> <p>Includes teacher gathering feedback from verbal responses, iPad, book work, whiteboards</p> <p>Takes place in the lesson with individuals, small groups or whole class</p> <p>Is given verbally so that impact can be immediate</p> <p>May be given by Teaching assistant, other adults or peers</p> <p>Acknowledge in books through a tick/triangle/VF</p> <p>May involve further support, challenge or change of task</p> <p>May redirect the focus of teaching or task</p>
Summary	<p><b><i>Takes place at the end of a lesson or activity</i></b></p> <p>Provides an opportunity for evaluation of learning in the lesson</p> <p>May take the form of self or peer assessment against agreed set of criteria</p> <p>In some cases, it may guide a teacher's further use of distance feedback, focusing on an area of particular need</p>
Distance	<p><b><i>Take place away from the point of teaching</i></b></p> <p>Provides teachers with opportunities for assessment of understanding</p> <p>Adaptation of future lessons through planning, grouping eg teachers may sort work into different groups to identify where group feedback is required the next lesson</p>

The use of teacher's annotations on planning or in feedback books to organise who, when and what feedback and support high quality teaching within the next lesson.

Appropriately timed feedback will be left to teachers, recognising the crucial role teacher judgement plays in delivering feedback at the appropriate moment. (EEF p20)

**Table 1: Appropriately timed feedback**





The task <sup>41</sup>	The pupil	The class
		
<p>The timing of feedback may need to be adjusted depending on the task that pupils are undertaking. Some tasks may give feedback themselves so immediate feedback may not be necessary.</p> <p>For instance, mistakes may arise quickly and obviously in music or art if a pupil can clearly hear or see an error arising. The same may be true for PE, where a pupil attempts an exercise and quickly sees that it doesn't achieve the required results. Mistakes may also become self-evident in maths or science if upon completing a task, a pupil has not produced the answer they expected.</p> <p>The specific task itself may also have been designed to give immediate feedback—for example, a computer-aided quiz that informs pupils of right or wrong answers. Or perhaps the teacher has revealed answers in advance and has asked pupils to show their workings to get there. In these instances, a teacher will not need to provide immediate feedback as the task itself provides it.</p> <p>However, other tasks may not reveal errors, gaps in knowledge, or misconceptions so swiftly: when writing an essay or conducting a science practical, for example, students may be less likely to recognise the source of their errors early on. Failure to correct these could lead to these misconceptions enduring and hampering later understanding so teachers may opt to intervene earlier.</p>	<p>Some pupils may benefit from more immediate feedback whereas others could improve as a result of delaying feedback.<sup>42</sup></p> <p>A teacher can monitor pupils' progress in tasks, assessing which pupils may be struggling unproductively (who may require a hint or a steer in the right direction or may want some immediate feedback in order to feel more supported) and which pupils may be progressing well. Providing feedback to pupils already working well may distract them or even deprive them of the opportunity to learn and get to the answer themselves.<sup>43</sup></p> <p>A pupil may well fall between these groups and a teacher may then look to provide scaffolded feedback,<sup>44</sup> varying the amount of feedback depending on the pupil to ensure that they are not given the full answer but given enough guidance to usefully progress.</p> <p>As Dylan Wiliam explains:</p> <p><i>Most teachers have had the experience of giving a student a new task only for the student to ask for help immediately. When the teacher asks, "What can't you do?" a common reply is, "I can't do any of it." In such circumstances, the student's reaction may stem from anxiety about the unfamiliar nature of the task and it is often possible to support the student by saying something like, "Copy out that table, and I'll be back in five minutes to help you fill it in." This is usually of the support the student needs. Copying out the table forces the student to look in detail at how the table is laid out and this busy-work can provide time for the student to make sense of the task itself."<sup>45</sup></i></p>	<p>Upon setting a task, a teacher may notice early on that a particular misconception has arisen across a large proportion of the class. For example:</p> <ul style="list-style-type: none"> <li>When teaching the positioning of numbers on a marked number line, a Year 1 teacher realises that many children do not understand the model sufficiently and are confused about why numbers are placed on marks rather than in intervals.</li> <li>Following a reading of <i>Romeo and Juliet</i> and setting a task for pupils, a Year 8 English teacher realises that many pupils are confusing which characters belong to the Capulets and which to the Montague family.</li> <li>When teaching GCSE geography, the teacher notes that half the class have misunderstood the definition of 'low income', 'medium income' and 'high income' countries.</li> </ul> <p>Teachers often catch these misconceptions early on and, if widespread enough, may opt to provide immediate whole-class feedback or re-teach that particular area of content.</p>

What might the content of feedback look like in the classroom?

Feedback can focus on:

- The task; the subject (and underlying process in that subject); and self-regulation strategies

Feedback that focuses on pupil's personal characteristics is less likely to be effective.

	Feedback more likely to move learning forward			Less likely
	<p><b>Task</b></p>  <p>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</p>	<p><b>Subject</b></p>  <p>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</p>	<p><b>Self-regulation strategies</b></p>  <p>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</p>	<p><b>Personal</b></p>  <p>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</p>
<b>KS1 examples</b>	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	'Great work—you're brilliant at maths!'
<b>KS2 examples</b>	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features.  *Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'

### 3: Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered

The following factors may influence a pupil's use of feedback

- Pupil motivation and desire for feedback
- Self-confidence and self concept
- Trust in the teacher
- Working memory (different pupils will have different capabilities, so teachers may need to adapt and provide simpler, clearer feedback to some pupils)

Using their knowledge of individuals, teachers will use a variety of strategies to meet their needs. They will monitor whether their feedback is being used by pupils. If not, the approach will be adapted to support pupils welcoming and acting on feedback.

Teachers will be sure that pupils are given **the time and opportunity to use feedback** so that it moves learning forward, using a range of strategies, so that it becomes a recipe for future action. This approach closes the feedback loop so that pupil learning can progress.

Pupils will be given opportunities to peer and self assess; uplevel or correct work using their purple pen in Class 2,3,4. Pupils will be explicitly taught how to edit and assess work throughout the curriculum, modelled by teachers.

Teachers can add comments to their planning or feedback journals to include but not an exhaustive list of : children exceeding; children struggling; areas for reinforcement, pre teaching or reteaching. This will include Maths, English and the wider curriculum. Teachers will record notes on the feedback given to pupils in the next lesson so this can be tracked. Comments on planning will identify areas of whole class feedback

and /or small group feedback which results in extra work by the pupils. This approach ensures that feedback is timely and actionable. The time saved using this approach can then be used more effectively to plan in light of the feedback.

Teacher can identify lessons within the sequence of learning that are conducive to comprehensive feedback and then time can be planned in for pupils to respond. This may be that the lessons are identified as feedback rich lesson where the teacher as professional believes greatest impact of the feedback will be seen eg. planning writing; longer piece of independent writing; reasoning problems; applying knowledge in the wider curriculum.

Teacher will prepare pupils for receiving feedback by:

- Discussing the purpose of feedback- not to be critical but because the teacher has high standards and fully believes pupils can meet them.
- Modelling the use of feedback – eg whole class discussions could focus on a learner who has improved work due to feedback
- Providing clear, concise and focused feedback – less so more linked to task, subject and / or self-regulation so as not to ‘overload’ the pupil
- Ensuring pupils understand the feedback given

What a feedback session may look like:

A feedback session typically has 3 layers- individual feedbacks, group feedback and feedback. A session may contain **some** of the following elements.

- Share good work picking out the key feature
- Share feedback with individuals (Teacher or TA)
- Share feedback with a group (Teacher or TA)
- Share feedback with whole class; class discussion of feedback
- Common basic errors may be shared and re-taught. This will provide pupils opportunity for deliberate practice
- Common misconceptions from previous lessons are shared and re-taught. Pupils may practice skills on whiteboards
- Pupils may respond to feedback given. Where possible, feedback focuses on improving children’s knowledge and understanding not just improving their previous piece of work
- Pupils will be given opportunities to use the feedback within lessons or as a specific task to promote the moving forward of learning.

Effective and time efficient written feedback may be:

- Live marking during the lesson; where the feedback is purposeful and thoughtful and pupils have the opportunity to use it. This also allows for additional verbal interaction.
- Coded marking by using shared symbols.
- Pupils thinking like a teacher and pre-empting teacher feedback and revise their work.
- Appropriate written feedback when children can use and act on feedback. (see example in Appendix 1)

Effective verbal feedback:

- Can be offered to individuals, groups or whole class
- Should be planned and thought out and well timed
- Uses language set out in the initial learning intention
- May involve providing action points for children and the opportunity to act
- Use examples of work to model and discuss improvements in learning
- Could use technology eg recorded feedback

**Addressing teacher workload**

At Bretherton Endowed, all work will be looked at, however, there is no expectation for written feedback on all pieces of work. Next steps and further challenge can be provided in the next lesson. Whole class feedback may be provided and an example of the while class feedback sheet to record their observations and support the teaching of subsequent lessons or group feedback is provided in appendix 3.

## Equal opportunities and Special Educational Needs

This tailored approach ensures that all pupils, regardless of gender, ability, ethnicity and social circumstances have accessed purposeful feedback to support them in making secure progress and learning in order to reach their full potential.

Signed on Behalf of the Governing Body.....

Adopted: March 2022

To be reviewed by end of 2024

**All aspects of our policy intends to comply within the Data Protection (GDPR) legislation**

### References and evidence used:

- EEF teacher feedback to improve pupil learning [https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher Feedback to Improve Pupil Learning.pdf](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher%20Feedback%20to%20Improve%20Pupil%20Learning.pdf)
- DFE reducing teacher workload
- Third space learning – effective feedback
- Hendrick and Macpherson : What does this look like in the classroom? Bridging the gap between research and practice
- Staff collaboration



Head teacher: Mrs Alison Moxham

Chair of Governors: Mr T. G. Wilson

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## Appendix 1

Rationale- To support whole school action plan on improving the teaching and learning in writing this document will be used to support impactful marking after the children's first draft in writing. We will mark first drafts in detail to give pupils feedback and challenge so that they are aware of the next steps needed to improve their work and be able to apply changes to future work. It is designed to promote increased independence when improving writing in particular in relation to spelling, punctuation.

1. First draft will be marked after children have edited and improved their writing.
  2. Aspects of work that the children have done well should be highlighted in **green**. This should include:
    - Skills used that they have been taught within that writing journey
    - Skills used that children have been taught previously ( only once per skill)
    - Use of vocabulary of that learning journey
  3. Aspects of work that need improving should be highlighted in **pink**. This should only be for:
    - Sentences that do not make sense
    - Aspects of composition that cause the writing to be disjointed or would cause confusion to the reader. Where appropriate this can be accompanied by a comment in margin to explain further.
  4. Annotations in margin made to indicate where mistakes in punctuation or spellings have been made. Not every spelling needs to be indicated , teachers should focus on spelling rules within year group. The actual spelling mistake/missing punctuation should not be highlighted but an indication in the margin is encouraging children to edit/ review , identify the mistake and correct. ( care pupils with SEND may need additional support or highlighting). The teacher will follow professional judgement as to the number of errors to highlight.
  5. One comment at the end of the writing that is positive and related to the skill the children have been learning in that learning journey. Eg. *Great work, you have thought about how to develop your character and have applied the use of apostrophe for possession correctly.*
  6. One comment made as to what the children can do to improve when writing their final draft. EG. *In your final draft, I would like to see more relative clauses. Please also aim to use more of the words from our learning journey/topic.*
- Over a learning journey, the adults in the class team will sit with children to 'talk' through how to improve their work as whole class, groups when in guided groups or individuals according to the need and to maximise impact on learning.



## Appendix 2

### Marking Codes

Pupils corrections in purple pen.

Teachers may use any pen.

In writing, Green highlighter for sentences;skills;vocabulary used correctly

In writing pink highlighter for sentences;skills;vocabulary that need reviewing by the pupil

### Progressive marking strategy

- Spot the dot in the margin – there is a spelling or punctuation error on this line and children must correct (Underline the error but not disclosing what it is so children can amend if required)
- P in margin for the children to read back through paragraph and edit change to make sense or improve
- I – children have worked independently
- T/TA children have worked with staff member
- VF if ongoing verbal feedback given
- Tick/stamp/sticker/ Δ/praise or more to acknowledge work seen

### **Marking in KS1 and KS2**

√ *something I have done well/ correct answer*

c *something I need to check or correct*

○ *punctuation mistake or calculation correction*

sp *spelling mistake to indicate correction somewhere on work*

^ *insert word/number there*

CL – *your work needs capital letters*

FS – *you need to review your use of Full Stops*

NL – *new line*

NP – *new paragraph*

## ***Self/Peer marking***

*Children will be given the opportunity to respond to teacher's comments( verbal and written) on a regular/weekly basis.*

*Children will use 'purple' pen for response marking/ editing and up levelling work.*

## ***Peer marking agreement***

***Respect*** our partners work because they have done their best and so their work should be valued.

***Try to see*** how they have tackled the learning objective and only try and improve things that are to do with the learning objective.

***Tell*** our partner the good things we see in their work.

***Listen*** to our partner's advice because we are trying to help each other do better in our work.

***Look for*** a way to help our partner achieve the learning objective better by giving them an improved suggestion

Try and make our suggestions ***positive*** and as ***clear*** as possible

Get our partner to ***talk*** about what they have tried to achieve in their work

Be ***fair*** to our partner.

## *Suggestions for self and peer evaluation prompts*

### *Self & Peer Evaluation Prompts*

*These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:*

*I liked .....*

*I learned...*

*I think I will...*

*I never knew...*

*I discovered...*

*I was surprised...*

*I still wonder...*

*I have learnt....*

*Next time I could.....*

*I now know.....*

*I found..... difficult because.....*

*I solved..... by.....*

*The best example of ..... is .....*

*I like the way you.....*

*..... is effective because.....*

*You could make your work better by .....*

*Have you thought about.....*

*If we look at the success criteria we can see.....*

*Next time you could.....*

## Marking Guide for pupil understanding

✓ *I have done well/ correct answer*

c *I need to check or correct my work*

○ *I have made a punctuation mistake or calculation error*

sp *spelling mistake – I need to check or write out to practice*

^ *insert a word/number there*

CL – *I need to add capital letters*

FS – *I need to review my use of full stops*

NL – *I need to use a new line*

NP – *I need to use a new paragraph*

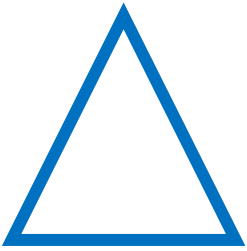
## *Self-Assessment Marking at Bretherton*



*I found it hard today and I need more help on this.*



*I can do this but need more help or practice to feel more confident.*



*I understand this and could do it again another day.*

Children will be encouraged to use this self-assessment within maths and it will be linked to the learning objective. Children will be taught how to self assess their work.

## Appendix 3

Children should be able to answer the following questions:

- What am I learning in this lesson?
- What skills or knowledge am I learning in this lesson?
- Why am I learning this (what is the outcome) and how will it help me?
- How will I know if I have been successful in this learning?
- Where am I on the learning journey and how do I get to the next stage?
- What feedback have I received and how will it help me improve?

Teachers should evaluate and reflect on their lessons:

- Were there successes to engage the children?
- Was the learning challenging?
- What were all the adults doing to help learning in the classroom?
- What didn't work in the lesson and what will I need to change for the next lesson?
- How did my feedback support each child to progress?

Feedback strategies that may be used in class are:

- Talk partners, no hands up approach, cold calling, open and closed questioning to deepen understanding and ABC to ensure all pupils are involved in the feedback process
- Daily, weekly and termly reviews to check children's understanding.
- Peer and self assessments. Children will be taught to mark accurately, honestly and for peer marking, kindly linked to the objective and success criteria
- Basic skills errors will be marked when seen with children being given time to reflect and edit their learning through peer assessment, self-assessment and adult feedback.

## Appendix 4

### Whole class feedback content example ( to be trialled before rolling out to whole school)

Next steps in learning/progression:

Misconceptions/errors:

Further support:  
(when? How? Who with?)

Spellings/ vocab if relevant

Good examples to highlight:    Presentation issues:    Incomplete:

Absent: