



Feedback Policy

2022-2023

Date discussed with Staff:	Date discussed with <i>Governors</i> :
Date ratified by <i>Governors</i> :	
Date for review:	
Signed:	Headteacher
Signed:	Chair of <i>Governors</i>



Heygarth Primary School



FEEDBACK POLICY

The aim of this policy is to help improve the effectiveness of our feedback to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

At Heygarth Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle. The sole focus of feedback is to further a child's learning and it shows a respect of the work produced. New learning should be created for the week's work on Balance by identifying objectives from the curriculum. The children's learning should be assessed against the objective(s) and feedback should only be given on the identified objective(s) of the lesson.

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 pupil (e.g. making corrections to spellings, punctuation or elements of grammar).

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching.

Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback - at the point of teaching;
2. Summary feedback - at the end of a lesson/task;
3. Next lesson feedforward - further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished;
4. Summative feedback - tasks planned to give teachers opportunities to review previous learning or to collect further evidence to support 'professional judgements'.

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support of further challenge • May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> • Lesson observations/learning walks
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or an activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peer- assessment against an agreed set of criteria • May take the form of a quiz, test or score on a game • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of self and peer assessment • Quiz and test results may be recorded in books or logged separately by the teacher
Feedforward: 'the next step is the next lesson'	<ul style="list-style-type: none"> • Often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Evidence in books of pupils editing and redrafting their work in purple pen
Summative	<ul style="list-style-type: none"> • 'Check it' activities • End of unit or term tests or quizzes 	<ul style="list-style-type: none"> • Check it activities in books • Quiz and test results

When feedback is being given, the following criteria should be adhered to in ALL subjects:

- All work must be initialled by the person for whom the work was completed and this person must provide feedback, including TAs and supply staff (If a Level 3 TA is covering a class because of short-term teacher absence, only 'light marking' is required.);
- The level of independence must be indicated through the use of marking codes.
- All books must be marked in blue pen;
- Pupils' responses to marking, based on balance feedback (See Appendix 2), must be written in purple pen (in Key Stage 1 some children may use pencil if this is more appropriate for the child);

- Pupils' responses to marking must be acknowledged by the adult who is marking the work with a tick or an additional comment;
- Time must be given for the child to read and respond to the feedback made, if appropriate. This should be at the time the work is marked if it is marked with the child, or before or at the beginning of the next lesson if the work is distance marked.
- **Responding to feedback should be a regular routine not a planned event!**

Children's Books:

- Feedback will be given to the whole class through the use of a 'Balance Feedback Sheet' (See Appendix 2). This will be throughout KS2 to be introduced to Year 2 when appropriate (at the earliest from January)
- Adults must make an assessment of the children's work using the 'Balance Wheel' from a scale of 1-9. This 1-9 score will then be input into 'Balance'.
- Peer-assessment should use 2 stars and a wish - the teacher can tick to agree with the judgement or write a short comment if they disagree. This is to take place from Year 2 upwards and, if appropriate, Year 1 in the Summer term.
- ALL marking must be in line with the agreed marking code (See Appendix 1). In KS1 and Year 3 and 4, teachers should only identify FIVE spelling or punctuation errors through margin marking in each piece of work so as not to overwhelm children. These errors must be corrected as part of 'Response Time'. These spelling are the Tier 1 words that teachers would expect children to know how to spell.
- In Years 5 and 6, the spelling and punctuation errors will be indicated with numbers from 1-5 so that the children can become more independent when editing.

Grammar, Punctuation & Spelling Books, RWInc books Vocabulary books and Arithmetic books:

- Work in these books should be acknowledged by the teacher with a tick and initial.
- Work in these books could be self or peer-marked during the lesson to give immediate feedback to the children.

Floor Books:

- The teacher or child can add to the floor book.
- It must be acknowledged by the teacher with their initials. The Learning Question must be recorded on the page and a brief explanation of the lesson must also be written.
- A score for every child must be recorded in Balance.
- The teacher has freedom to set out the floor book as they wish but it must evidence the learning that took place in that lesson from a range of abilities of the children.

EYFS:

In EYFS, the majority of feedback given to children is verbal. All writing and number work will be marked referring to the revised EYFS Framework Challenges given to children through verbal feedback are always annotated on the child's work. Evidence of learning is always annotated and dated, with observations recorded electronically as well as next steps being identified.

Consistent and rigorous marking of the children's work is the essential feedback to help them to understand current expectations of achievement and help them to know what they need to do to improve their learning.

Review

This policy will be reviewed in line with the school's policy review programme. The SLT is responsible for reporting to the Governors' about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

G. Lewis
September 2022



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Marking Code



1 - 9	Assessment Scale
VF	Verbal Feedback Given
TS	Teacher Supported Work
TA	Teaching Assistant Supported Work
I	Independent work
G	Guided Group Work
Pa	Partner Work
Sp	Incorrect Spelling
P	Missing Punctuation
//	Paragraph Needed
✓	Work Correct
•	Correction Needed

Lesson Focus:

Date:

Stack 1

Stack 2

Stack 3

Stack 4

Presentation

Praise & Share

Spellings

Basic Skill Errors

Misconceptions and Next Lesson Notes

Self reflection - Why?

