

St John's CE Primary

Feedback Policy



St John's
CE Primary School

'They will soar on wings like eagles.' Isaiah 40.31

Reviewed: Summer 2025

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At St John's we recognise the importance of feedback as part of the teaching & learning cycle and aim to maximise the effectiveness of its use in practice. We are also mindful of the workload implications of written marking, and of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF). This policy is for Year 1 to Year 6.

The Education Endowment Foundation research states feedback is likely to be more effective if it is approached systematically and specifically.

EEF recommendations used for this policy:

- lay the foundation for effective feedback;
- deliver appropriately timed feedback that focuses on moving learning forward
- plan for how pupils will receive and use feedback.

All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that the feedback can impact on future learning. All work will be acknowledged in some form by class teachers. The methods and timing of feedback will be left to individual teachers' professional judgement.

'The main role of feedback, at least in schools, is to improve the learner, not the work. The idea is that, after feedback, students will be able to do better at some point in the future on a task they have not yet attempted.' Dylan William

Feedback can be provided in different ways. Feedback can:

- focus on different content;
- be delivered in different methods;
- be directed to different people;
- be delivered at different times.

EEF's Recommendation 1-Laying the foundations

To offer effective feedback teachers must first lay the foundation. Good initial instruction will reduce the work that feedback needs to do while formative assessment strategies are required to:

- set the learning intention-which the feedback will aim towards;
- assess learning gaps-which feedback will address.

To provide high quality feedback, we need to use effective formative assessment strategies. For example, effective questioning, all student response systems and carefully designed tasks.

John Hattie's research is discussed by Shirley Clarke. Hattie's key ingredients for formative assessment are taken along with other findings to produce the following points for effective formative assessment and learning:

- a learning culture, where children and teachers have a growth mindset, self-belief, meta-cognitive skills and the belief that all can succeed;
- involving pupils at the planning stage to enhance motivation and ownership;

- talk partners (frequently changing), classroom discussion and 'no hands up' culture, where children are resources for one another, and all can be included in the class discussion;
- mixed ability learning, so that self-esteem is intact and expectations are high;
- clear learning objectives shared with pupils, not necessarily at the beginning of the lesson, but sometimes after their interest has been captured;
- co-constructed success criteria;
- effective questioning, especially at the beginning of lessons, to establish current understanding and prior knowledge;
- examples of excellence analysed and shared, before the children produce their own 'product';
- effective self, peer and teacher feedback.

At St John's, as part of effective questioning, we will use the following strategies:

- 'no hands up' approach.
- whiteboards and interactive whole class response methods;
- hinge point questions (multiple choice questions where the incorrect answers are possible misconceptions);
- exit tickets-quick short question at end of lesson to assess understanding;
- talk/learning partners.

EEF's Recommendation 2-deliver appropriately timed feedback that focuses on moving learning forward

Timing of feedback will be left to the teacher's decision as we recognise the crucial role teacher judgement plays in delivering feedback at the appropriate time. To guide this, teachers need to consider:

- the task- the timing of feedback may need to be adjusted depending on the task that the pupils are undertaking;
- the pupil-some pupils benefit from more immediate feedback than others, teachers need to monitor pupils' progress in tasks and give immediate feedback where necessary;
- the class-whole class feedback can be effective if the teacher notices a wide spread misconception and gives immediate feedback or re-teaches that particular area of content.

EEF's Recommendation 3-Plan for how pupils will receive feedback

EEF states that there are factors that influence a pupil's use of feedback, they include

- pupil motivation and desire for feedback;
- self-confidence and self-concept;
- trust in the teacher;
- working memory.

They suggest preparing students to receive feedback by:

- discussing the purpose of feedback;
- modelling the use of feedback;
- providing clear, concise and focused feedback;
- ensuring the pupils understand the feedback.

At St John's we will make use of EEF's suggestions for possible post feedback activities through:

- class discussion of feedback-teachers can use a class discussion to explore, explain and clarify feedback before pupils use it in their next activity;
- correcting errors and editing work-teachers may ask pupils to make specific corrections and edits to previous work;
- redrafting work.

Written and Verbal Feedback

Written feedback, used effectively, can support pupil progress. From EEF's recommendations we are using the following forms of written feedback:

- live marking-marking is given during rather than after the lesson;
- written comments-where teachers feel it will support moving pupils' learning on;
- all work will be viewed as independent work unless otherwise indicated with use of code

Verbal feedback, as stated in the EEF's guide to teacher feedback, is an integral aspect of effective instruction that can be delivered in a variety of ways. It can be whole class, specific group with shared learning needs, or individual pupils. It can be pre-planned or spontaneous. It can accompany written feedback, whether that be comments or marks, or it can be standalone.

Verbal feedback should adhere to the EEF's three recommendations included in this policy. At St John's strategies that we will use include:

- targeting verbal feedback at the learning intention- explicitly use the language set out in your learning intention to direct pupils' attention;

Any praise language used should focus on achievement and effort in a purposeful way and support growth mindset:

- for example: Well done you are learning to...put full stops in correct place, use persuasive language etc. Every time you practise, you are making the connections in your brain stronger;
- errors should be seen as an opportunity to learn and develop a growth mindset. Supporting I can't do it yet approach, rather than I can't do it.

The principles of effective feedback are more important than the methods of delivery and the choice of method will be left to the teacher. Only when feedback is used by the pupil is the learning gap, and therefore the feedback loop, closed. Any written comments must be

purposeful for the pupil in supporting moving learning on. Teachers should mark in green so that is distinguishable and clear. Pupils will use purple for self marking, error corrections and editing- 'Purple for Polishing'. This is to ensure that edits and corrections can be easily identified.

We will follow the NCETM's guidance for marking in maths

Maths Marking

It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:

- For slips, it is often enough to simply indicate where each slip occurs, (by use of the code system) and then the child corrects the error in purple;
- If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a large number of pupils, the errors will be addressed in the next lesson.

English Marking

Writing will be marked/feedback given against two criteria; gap marking and success criteria. Teachers will mark against writing grid outcomes as appropriate for year groups and time of year, in order to close the gap. For example, In Year 2, at the start of the academic year, the teacher will give feedback around any errors from end of Year 1 writing outcomes. Then by summer term be giving feedback around end of Year two outcomes (as appropriate for individuals)-this marking will be referred to as gap marking or basic skills. The writing will also be marked/feedback given against the success criteria agreed upon as part of the writing process for the specific lesson/genre.

- Evidence shows (Black and Wiliam 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on. Pupils will mark their own work in purple.

See also marking guidance for maths <https://www.ncetm.org.uk/media/wuch3xua/ncetm-primary-marking-guidance-april-2016.pdf>