

Welton St. Mary's Church of England Primary Academy



Our Vision

As an inclusive Christian community we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care, we strive for excellence in all that we do; always building on the foundations of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.

'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.' Romans 15:13

Wisdom Hope Community Dignity

Together we care, learn and thrive

Principles of Feedback Policy

Approved February 2024

Welton St Mary's CE Primary Academy

Principles of Feedback Policy

INTRODUCTION

At Welton St Mary's, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are also mindful of the research surrounding effective feedback and the workload implications of written marking. 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. Our principles of feedback are based on recommendations from the EEF Marking Review document (see appendix 1) and our own internal review of marking and feedback. Our policy includes some key principles along with a range of feedback strategies, which teachers will implement as they see fit within their own teaching. Teachers are given the autonomy to make their own decisions on the most effective feedback strategies for individual children and as a result are accountable for the progress of the children, and the effectiveness of the feedback given. We recognise that the type and amount of feedback will differ depending on the age and ability of a child and also the curriculum area being taught. We believe that every piece of work our children produce should be valued and seen by their teacher. At Welton St Mary's we are constantly striving for excellence and we recognise that if children's work is not looked at and valued, standards can slip, children's motivation can be negatively impacted and misconceptions can quickly form.

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **Meaningful, manageable and motivating.**

Key Principles:

Our policy on feedback has at its core a number of principles:

- Feedback is meaningful, manageable and motivating (see appendix 2)
- Feedback is appropriate for the recipient so they can engage with the feedback e.g. SEND, EAL, age group, subject area etc.
- For SEN children, their individual targets must be consistently addressed in all appropriate areas of the curriculum and children will receive regular feedback on those specific targets.
- Teachers use their professional judgement to choose the best strategy in order to address the misconception/mistake/error in the best way.
- Children should usually receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback should empower children to take responsibility for improving their own work. Students should do at least as much work responding to their feedback as the teacher did to give that feedback. Feedback must make children think.
- Feedback should also be provided when work is correct, rather than just using it to identify errors.
- Feedback should aim to develop learning and not help to complete a task
- All work must be looked at so outcomes can be checked and so that teachers can make formative assessments, provide appropriate feedback and adapt planning and teaching

accordingly. Not every piece of work will require in depth written marking but teachers will use a tick to show the children that their work was seen and valued. For more personal pieces of work (e.g. in PSHE) or extended pieces of writing (such as at times in RE or history), teachers will invest more time in reading and responding to this work.

- Feedback should be subject specific, although there may be occasions when a child has a specific target in English, such as capital letters or high frequency words, which the teacher may pick up in other subject areas. In non-core subjects, the spelling and use of key vocabulary from the knowledge organiser, along with the accuracy of subject specific knowledge, will be identified and addressed by teachers.
- Where taught aspects of punctuation and grammar have been identified as errors in non-core lessons, teachers will actively seek to reteach these in English units of work.

Errors and mistakes

Teachers and Teaching Assistants need to differentiate between a 'mistake' – something a student can do, and does normally do correctly, but has not on this occasion – and an 'error', which is the result of an ongoing misunderstanding or gap in knowledge. Mistakes should be identified and, in most cases, corrected by the student in order to ensure learning; errors will require that a teacher uses appropriate strategies to correct the misunderstanding or fill the gap in learning.

Responding to feedback

Each child has a green pen, which they use to respond to any feedback. For example, children may use their green pen to edit their writing, respond to whole class feedback, respond to verbal feedback, correct an answer based on marking they have received or improve their work based on peer assessment. Children will regularly mark their own work using green pen and may peer mark. This works effectively as the children are immediately able to identify successes and see areas they need to improve on. A green pen allows teachers to identify changes that children have made based on feedback they have been given.

Feedback Strategies:

Verbal feedback – During the lesson, teachers will be formatively assessing the children using a range of strategies such as low stakes quizzing, questioning, mini whiteboard work, book work etc. This verbal feedback may take place with individuals or groups of children, and it may also redirect the focus of teaching or task. This might involve stopping the lesson and providing this to the whole class is necessary.

Live marking – Often used within a maths lesson, or any lesson where there is a right or wrong answer, the teacher will mark their work as they roam the class and children will be encouraged to correct their answer. They may receive some verbal feedback or further teaching if necessary.

Written feedback – After the lesson, when looking at the books, the teacher may feel it necessary to give some written feedback. Teachers will use blue ink, teaching assistants purple ink and supply teachers black ink. The child is given time to read and respond to the feedback in green pen. Where written marking is not appropriate for the recipient, or the child is not able to read and respond in the usual way, other arrangements for communication must be made. The teacher must think about whether providing written feedback is more effective than verbal feedback where they can model or have a two-way conversation to assess the learning. We believe that reducing ineffective written

marking will allow more time for teachers to prepare for high quality teaching and learning in the classroom. If a child responds to written feedback, the teacher must go back to check the error or misconception has been correctly actioned, so that misconceptions are not further embedded. A triangle is used for a developmental area to be improved or acted upon. A star is used to highlight a positive area of the child's work. There is no requirement for a star and a triangle to be provided if it is not necessary to do so. In English, to help support teacher's workload to limit length of comments and so that there is consistency for children, we have particular symbols for certain areas. E.g.



Punctuation mistake



Spelling mistake



Grammar mistake

Intervention/1:1 or group conferencing – If an error has been identified, then intervention may be necessary to address this with a particular child. After looking at books, it may appear that a group of children have a similar misconception and require some intervention or conferencing on their work. This intervention will be carried out at an appropriate time such as during the SODA task the next morning. For children who require specific support following a lesson, we will intervene and offer support the next lesson or next day, rather than providing written marking in their book.

Peer critique – This is where children provide feedback on each other's work so that improvements can be made. This method will be taught and modelled so that children are confident in providing specific, appropriate and clear feedback. This must only be used if it proves effective for that particular group of children and teachers must be able to see the positive impact of this. Children need to know what they are looking for before they can identify it. This is particularly effective in PE or music but children must know the success criteria and what a 'good one' looks like in order to provide valuable feedback.

Reteach the lesson – On occasions, after formatively assessing the children's learning, there may be times, where the content of the lesson or a particular aspect of the lesson needs re-teaching to the children. It is important that teachers are confident to make these decisions based on their professional judgement. Rather than providing individual feedback, it may be best to actually reteach the lesson in a different way to the whole class or a large number of the class to address the misconceptions.

Whole class feedback – Whole class feedback can be given during the lesson or at the beginning of the next lesson. At Welton St Mary's we have a suggested template which teachers can use or they are free to adapt the template. WCF provides oral feedback on the common errors the children are making, or the aspects they really need to focus on improving. It also gives the teacher an opportunity to praise certain children, address common basic skill errors, identify those children that

need further support, or highlight any presentation issues to fix. If necessary, children will respond to WCF in green pen. There are times where it is more efficient and manageable to provide whole class feedback rather than providing the same written feedback individually. This strategy supports teacher workload. The visualiser is often used during WCF.

Example of WCF:

Whole Class Feedback Sheet Date: 4th Sept '17 Lesson: English

Work to Praise and Share	Need Further Support
<p>Saba – excellent vocabulary choices</p> <p>Anees – description in opening (show under visualiser)</p> <p>Sophie – great dialogue (show under visualiser)</p>	<p>Hayden, Tanima, Aqib – Noun/Verb agreement is weak. Check through with adult during lesson.</p> <p>Selena, Tom - Not finished.</p> <p>Josie – Absent</p>
Presentation	Basic Skills Errors
<p>Great</p> <p>Show Sophie’s book – good e.g. of setting out speech and correct punctuation placement</p> <p>Reagan, Lena – errors not corrected with a single ruler line</p>	<p>Correct placement of punctuation at the end of direct speech is poor – model next lesson with Sophie’s book</p> <p>Spellings –</p> <ul style="list-style-type: none"> • <i>extraordinary</i> • <i>unconscious</i> • <i>symbol</i> <p>Teach and check with mini-whiteboards</p>
Misconceptions and Next Lesson Notes	
<p>Problems with tense - Swapping from past at start to present later on. E.g. Jack’s work. Need to reteach key points from previous lesson.</p> <p>Next lesson - show these sentences and identify the error. ‘The car skidded to a halt in front of the town hall. A tall man gets out and runs towards me.’</p> <p>Rewrite on whiteboards then check own work for errors with tense.</p> <p>Harley, Safa, Mariyah have no tense errors - complete challenge task identifying errors in levels of formality.</p>	

Underlying the feedback process will be two key questions, which teachers should be able to answer:

- 1) What feedback strategy is best to address that error/misconception with that particular child?
- 2) Can I see evidence of progress in the child’s book and evidence of errors being addressed due to effective feedback, both within the lesson and over time?

ROLES AND RESPONSIBILITIES

The Headteacher:

The HT will actively support by encouraging staff, praising good practice and supporting staff development and reducing workload.

Assistant Head teacher for Teaching and Learning:

The AHT for T and L will support and develop first quality T and L across the whole school and support staff with different feedback strategies. The AHT will ensure that new staff will receive training on the feedback policy as part of their induction. They will continue to work with staff to look at how we can be even more efficient and effective with our feedback strategies.

The class teacher

The class teacher will be responsible for the feedback given as set out in this policy and accountable for the good progress of all learners. The class teacher will ensure that all work produced by the children is looked at and valued.

The Governors

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They monitor pupil attainment across the school and ensure that staff development, staff workload and appraisal promote good quality teaching and result in good pupil progress.

Appendix 1:

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner'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 students 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.

https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Marking_Review_April_2016.pdf

Appendix 2:

The 3 pillars of effective marking

MEANINGFUL, MANAGEABLE & MOTIVATING.

“Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.”

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.”

[Independent Teacher Workload Review Group \(2016\) *Eliminating unnecessary workload around marking*: Department of Education.](#)

<https://mrshumanities.com/2016/10/16/3-pillars-of-effective-marking-feedback/>

Appendix 3:



Whole Class Feedback Sheet

Date:

Lesson

Work to Praise and Share	Need further support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	