

Feedback Policy



Learn to Live
Live to Learn

Date agreed: June 2023
Review Date: June 2024

At Huntington Community Primary School, 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 mindful also 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) and other expert organisations. 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
- provide specific guidance on how to improve and not just tell students when they are wrong

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, teachers at Huntington Community Primary School have investigated alternatives to onerous 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
- that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons

Key Principles

Our policy on feedback has at its core several principles:

- the sole focus of feedback and marking should be to further children's learning
- written comments should only be used where necessary
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided later
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress
- pupils' work should be reviewed by teachers at appropriate points so that it might impact on future learning

Feedback and Marking in Practice at Huntington Community Primary School

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 three common stages in the learning process:

Type	When Carried Out:
Immediate Feedback	at the point of teaching
Summary Feedback	at the end of a lesson/task
Review Feedback	away from the point of teaching (this may include written comments where appropriate) this Review Feedback will be then used in future lessons

The stages are deliberately listed in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Huntington Community Primary School, these practices can be seen in the following ways:

Type	What It Looks Like:
Immediate	<ul style="list-style-type: none"> ○ includes teacher gathering feedback from teaching e.g. use of mini-whiteboards, book work, etc. ○ takes place in lessons with individuals or small groups ○ often given verbally to pupils for immediate action ○ may involve the use of TA to provide support or further challenge ○ may redirect the focus of teaching or the task ○ may include annotations, or additional questions
Summary	<ul style="list-style-type: none"> ○ takes place at the end of the lesson or the activity ○ often involves whole groups or classes ○ provides an opportunity for evaluation of learning in the lesson. ○ may take the form of self -or peer-assessment ○ in some cases, may guide a teacher's further use of review feedback, focusing on areas of need
Review	<ul style="list-style-type: none"> ○ takes place away from the point of teaching ○ may involve written comments/annotations/questions for pupils to read and respond to ○ provides teachers more in-depth knowledge for assessment of understanding ○ leads to the adaptation of future lessons through adaptation of lessons, grouping or tasks

Marking Approaches

Work will be acknowledged in some form by class teachers where appropriate and meaningful. This may be through simple ticks or comments. Frequency of marking is task and subject dependent, and Huntington Community's expectations are outlined in Appendix A.

Where a child is expected to address misconceptions or edit their work a green pen should be used. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.



In most cases, written comments will be focused on extended pieces of written work, or extended tasks. Instead of detailed marking, written in individual books, feedback should be provided at appropriate points in the next lesson.




Appendix A- Subject Guide

Subject	Feedback / Marking
<p style="text-align: center;">General (English, Maths, Science, History, Geography, RE, Art)</p>	<ul style="list-style-type: none"> • If a teacher or TA spot a misconception / error, they will use blue pen to address it and, if appropriate, expect a response from children in green pen (Year 3 upwards)
<p style="text-align: center;">English</p>	<p><u>Stage: Emersion into Text Type</u></p> <ul style="list-style-type: none"> • Scanning of books by teacher/TA • Whole class feedback re content, genre, and tasks verbally, on whiteboard, flipchart – this could include things like looking at features they haven't identified from a WAGOLL • If SPAG lesson (including basic skills) children self-mark <p><u>Stage: Independent Writing</u></p> <ul style="list-style-type: none"> • Teachers do a more in-depth mark of a child's independent write considering Insight objectives. • Published piece not marked
<p style="text-align: center;">Maths</p>	<p>Dynamic in style (changes depending on content/LO) and could consider:</p> <ul style="list-style-type: none"> • A warmup slide linking to misconceptions/ previous lesson (if required) • Ongoing assessment through lesson – with potential to regroup / mini plenaries to address misconception • A quick marking check by teacher • Marking as a group with a teacher/TA • Children self-assessing; and • Gathering in books at end of session and scanning book for misconceptions to address in next session if required.
<p style="text-align: center;">Non-Core</p>	<p>Scanning of Books</p> <ul style="list-style-type: none"> • Use as whole class feedback if required include in intro of the next lesson. The next lesson's feedback for Science, History, Geography, may mention: - <ul style="list-style-type: none"> • Praise • Practice • Misconception • Spelling will be looked at if a key / important word linked to the topic

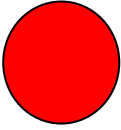



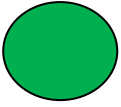

Appendix B- EYFS

- Marking and feedback is part of the ongoing learning process not just an end result judgement.
- Staff mark in blue pen.
- Marking and feedback should relate to Learning Objectives and Success Criteria.
- Use consistent codes

Symbol	Meaning
I	Independent work
S	Worked with support
G	Worked in a group
	Correct answer
	Incorrect answer




- Respond to individual learning needs, marking face-to face with pupils where appropriate.
 - Verbal feedback is ongoing and constant. Children are told where they have been successful and where improvements are needed.
 - Presentation, spelling and punctuation can be marked but is rarely the main focus.
 - Children should be encouraged to use adventurous vocabulary / sentence structure without fear of punitive marking.
 - Children are expected to take care to apply key skills carefully and consistently.
 - In maths, correct answers should be ticked and incorrect answers should be marked with a dot. Children should have the opportunity to make corrections.
 - Self-assessment should be used as part of the marking and feedback process where appropriate.
 - Involve all adults working in the classroom, where a teaching assistant has worked with a focus group they may use stickers, recording sheets or post it notes.
 - Give recognition and appropriate praise for achievement, focus on effort – stickers or star points.
 - Some pieces of work may be marked with a traffic light code. For such pieces, staff will indicate whether the challenge has been met, almost met or not yet achieved with a coloured circle.
-  - Learning challenge met
 -  - Learning challenge almost met
 -  - Learning challenge not yet achieved

Appendix C- KS1 Maths

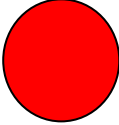



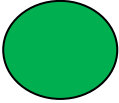

Self-Assessment	
	I find this hard 
	I need a little help 
	I understand it 

Teachers mark in blue pen

Our marking code is:





Symbol	Meaning
VF	Verbal feedback given
I	Independent work
S	Worked with support
G	Worked in a group
P	Worked with a partner
	Correct answer
	Incorrect answer
	Correction needed
NS	Next steps

Appendix D- KS1 English

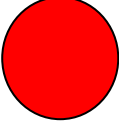

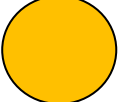

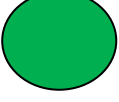

Self-Assessment	
	I find this hard 
	I need a little help 
	I understand it 

Teachers mark in blue pen

Our marking code is:


Symbol	Meaning
O	Change to upper case
	Incorrect spelling (underline)
VF	Verbal feedback given
I	Independent work
S	Worked with support
G	Worked in a group
P	Worked with a partner
	Correct answer
	Incorrect answer
NS	Next steps
^	Missed word
	Missing full stop

Appendix E- KS2 Maths

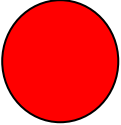

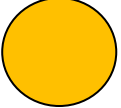

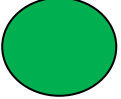

Self-Assessment	
	I find this hard 
	I need a little help 
	I understand it 

Teachers mark in blue pen

Our marking code is:



Symbol		Meaning
VF	} Use if necessary	Verbal feedback given
S		Worked with adult support
		Correct answer
•		Incorrect answer
NS		Next steps

Appendix F- KS2 English

Self-Assessment	
	I find this hard 
	I need a little help 
	I understand it 

Teachers mark in blue pen

Our marking code is:

Symbol	Meaning
P	Punctuation error (circle error)
Sp	Incorrect spelling (above the word in LKS2, in the margin UKS2 to identify)
VF	Verbal feedback given
S	Worked with support
	Correct answer
•	Incorrect answer
NS	Next steps
^	Missed letter or word
	Use alternative vocabulary (<i>possibly use a thesaurus</i>)