



Feedback Policy – Inclusive and Developmental Approach

School Vision:

At The Brow CP School, we believe every child is capable of growth, learning and success. Our feedback policy supports all learners, especially those with Special Educational Needs and Disabilities (SEND), by recognising and responding to their individual developmental stages rather than chronological age.

We recognise the importance of feedback as part of the teaching and 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.

To summarise, The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus the children'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 children when they are wrong
- Be supported with effective professional development for teachers
- Be **meaningful, manageable and motivating**.

Statutory and Regulatory Guidance:

This policy adheres to guidance from:

- The **Department for Education (DfE) guidance on reducing teacher workload**, which highlights that marking should be meaningful, manageable, and motivating (DfE, 2016).
- **Ofsted's school inspection framework**, which states that feedback should support pupils in knowing more and remembering more, rather than focusing on quantity or frequency (Ofsted School Inspection Handbook).

Evidence-Based Rationale (EEF-Informed):



This policy is underpinned by the **EEF's guidance reports** and meta-analyses, particularly:

Teacher Feedback to Improve Pupil Learning (EEF, 2021)
Special Educational Needs in Mainstream Schools (EEF, 2020)
Metacognition and Self-Regulated Learning (EEF, 2018)
Communication and Language Approaches (Early Years Toolkit)
Using Digital Technology to Improve Learning (EEF, 2019) (for SEND learners using assistive tech)

Key findings we have incorporated:

- **Feedback can have a high impact on learning (+6 months)** when it is:
 - Specific
 - Timely
 - Clear
 - Related to learning objectives
- Effective feedback helps pupils **understand where they are in their learning, where they need to go, and how to get there.**
- Feedback should be part of a wider **assessment for learning** approach, not isolated.
- SEND learners benefit most when feedback is **scaffolded, explicit, and closely tied to individual targets** (EEF, 2020).
- Use of **questioning and dialogic teaching** (e.g. Blank Levels) supports pupils' **language comprehension and metacognition**—particularly effective for disadvantaged and SEND pupils (EEF, 2018).

Feedback for Metacognition and Self-Regulation

The **EEF Metacognition Report (2018)** highlights that teaching pupils to think about their learning is particularly effective (+7 months), especially when feedback helps pupils:

- **Plan:** "What do I need to do?"
- **Monitor:** "How am I doing?"
- **Evaluate:** "What did I learn?"

Our approach supports this by:

- Using **metacognitive sentence stems** during feedback (e.g. "I learned that..." "Next time I will...")



- Visual aids for pupils with communication needs (e.g. choice boards, feeling charts)
- Reflective plenaries or 1:1 discussions

Core Principles:

- Feedback is **targeted and actionable** (EEF, 2021).
- We provide feedback that is **developmentally informed**, not age-normed.
- We avoid excessive written marking (EEF evidence finds **oral feedback more effective**, particularly for younger and SEND pupils).
- Feedback is **regular and adaptive, embedded in everyday teaching practice**. (EEF, 2020).
- Feedback is **inclusive, accessible and meaningful**, promoting confidence and independence. We use **Blank Levels of Questioning** to scaffold understanding and deepen thinking.
- Feedback is adaptive - varying the method of feedback according to need, subject, age and task. Oral and visual feedback are as valid as written feedback– **communication is multimodal**.

Aims:

Feedback at our school aims to:

- Promote a **growth mindset** and sense of achievement in all learners.
- Support **metacognition and self-regulation** by encouraging children to reflect on their learning.
- Move learners forward based on their **individual next steps**.
- Ensure children with SEND are not compared against age-related expectations but are **assessed and supported based on their personal learning journey and individualised targets (Birmingham Toolkit)**.
- Engage pupils in dialogue through **carefully structured questions**, appropriate to their language and cognitive development.

Developmentally-Informed Practice:

- Use **Birmingham Toolkit checklists**, assessments and observation to determine band.
- Plan and provide feedback based on where the child is now, and what their next **small step** is.



- Work closely with **SENDCos, therapists and families** to align feedback with individual education plans (IEPs) or EHCPs.

Blank Levels of Questioning as a Feedback Tool:

Using **Blank Levels of Questioning** supports language development and cognitive challenge through structured oral interaction.

EEF evidence supports this via:

- **Communication and Language Approaches** (+6 months impact)
- **Oral Language Interventions** (+6 months)
- Emphasising **structured questioning** boosts comprehension and expressive language.
- Helps **modulate cognitive load**, particularly for SEND learners with language processing needs.

We adopt the **Blank Levels of Questioning (Blank & Rose, 1978)** framework to scaffold understanding and feedback:

Level	Cognitive Demand	Feedback Use
1	Naming, matching, recalling facts	Used to reinforce recognition and memory (e.g. "What is this?" "Find another one like this.")
2	Describing, identifying features	Used to develop vocabulary and attention (e.g. "What's happening?" "What is it used for?")
3	Reordering, sequencing, problem solving	Used to support reasoning (e.g. "What will happen next?" "Why did he do that?")
4	Justifying, predicting, inferring	Used for higher-order thinking (e.g. "What would happen if...?" "How do you know?")

Teachers are expected to:



- Identify and record the appropriate **Blank Level** for each pupil (especially those with SEND).
 - Use questioning in feedback that is **pitched at the appropriate cognitive level**, with the goal of **scaffolding upwards** as confidence and skills develop.
 - Use **visuals, gestures, prompts or sentence stems** to support understanding.
-

Types of Feedback:

Type	How it's Used	SEND Consideration
Immediate (Live)	Given during a task or discussion	Often verbal, visual or gestural; avoids interrupting cognitive processing
Delayed/ review	Given at the end of a session or next lesson	Often involves repetition and reinforcement; may include peer modelling
Written	Simple text marking and corrections used selectively and meaningfully to highlight success and areas for improvement	Clear, concise, accessible and meaningful
Whole class	Effective alternative to individual marking addressing common themes and misconceptions and celebrating achievement	Often verbal or visually presented
Self/Peer	Supported with visual aids or success criteria	Carefully scaffolded to ensure success and build independence
Online	In the instance of work completed online, teachers have the option to provide	Accessible and can repeat audio



verbal feedback with the
audio record feature

SEND-Specific Feedback – Informed by EEF:

All feedback practices are inclusive of neurodiversity, learning differences, communication needs and emotional regulation differences. We are committed to providing feedback that builds self-esteem, celebrates individuality and ensures equitable progress for every child. It is to the discretion of the teacher to provide the most appropriate feedback for the task, subject and developmental stage of the learner.

From *EEF's "Special Educational Needs in Mainstream Schools" (2020)*: "High-quality teaching for SEND pupils is grounded in the same principles that underpin effective teaching for all."

Adaptations include:

- **Small-step feedback**
- **Clear modelling and worked examples**
- **Repetition and overlearning**
- **Use of concrete and visual supports**
- **Feedback that supports emotional regulation and self-esteem**

Our school integrates these via:

- Support plan-linked feedback cycles with the use of Birmingham Tool kit criteria
- Use of **visual scaffolds, communication aids, dual coding and now/next boards**
- Close liaison with **therapists and SENDCos**

Subject specific consistencies:

Reading - feedback is immediate, in the moment, correcting decoding skills and using questioning, discussion and modelled prosody.

Writing - in text marking of punctuation and grammar errors in black pen, incorrect key vocabulary spellings highlighted in yellow pen. No more than three spellings identified per child. Children to correct identified errors, proofread for further errors and edit in purple pen in the following lesson, during the first 5-10 minutes. All identified errors to be appropriate to the



needs and abilities of the child according to their developmental stage and level of understanding.

Maths - see appendix.

Phonics - verbal, instant feedback modelling pronunciation of GPCs and prosody in reading.

Science - subject specific vocabulary corrections in text/verbal feedback. Written or verbal feedback to extend knowledge according to blank levels. Individual, group or whole class feedback to address common misconceptions in key knowledge and skills.

Humanities - subject specific vocabulary corrections in text/verbal; verbal feedback to extend knowledge according to blank levels: name, describe, sequence and justify; and whole class feedback to address common themes/misconceptions in key knowledge and skills with sharing of achievements.

PHSE - Verbal feedback during lessons (or throughout the day, if relevant). Class discussions used to address any misconceptions.

Art - Subject specific vocabulary and naming artists/ crafts people evident in live verbal feedback dialogues. Written or verbal feedback to extend knowledge according to blank levels. Self and peer feedback when reviewing own work against success criteria or building a critique. Individual, group or whole class feedback to address common misconceptions in key knowledge and skills. Delayed review feedback for reinforcement at the conclusion of a unit of work.

DT - Subject specific vocabulary and naming inventors / designers evident in live verbal feedback dialogues. Written or verbal feedback to extend knowledge according to blank levels. Self and peer feedback when reviewing own work against success criteria. Individual, group or whole class feedback to address common misconceptions in key knowledge and skills. Delayed review feedback for reinforcement at the conclusion of a unit of work.

Spanish - Instant verbal feedback modelling pronunciation of subject specific vocabulary. Subject specific vocabulary corrections in text. During lessons, verbal feedback is given to extend knowledge according to blank levels.

Computing - instant verbal feedback of errors/misconceptions. Whole class feedback to address common misconceptions or errors. Where necessary/appropriate written feedback can be provided on work shared on Seesaw.

RE - Verbal feedback during lessons.



Music - instant verbal feedback of errors/misconceptions. Whole class feedback to address common misconceptions or errors. Where necessary/appropriate written or recorded feedback can be provided on work shared on Seesaw.

PE - through teacher and peer modelling and demonstration, verbal feedback is provided

Reducing Teacher Workload:

Efficient Marking Strategies

- Avoid "triple marking" or excessive written feedback.
- Use codes, whole-class feedback and verbal interventions strategically.

Alignment with DfE Workload Reduction Guidance

- Ensure marking policies do not create unnecessary burdens.
- Focus on impact rather than quantity of feedback.

Monitoring and Evaluation:

- Senior leaders will review marking and feedback through book scrutiny, lesson observations and pupil discussions.
- The policy will be reviewed annually in consultation with staff and pupils.
- Impact will be evaluated based on improvements in pupil outcomes and engagement.

Roles and Responsibilities:

Senior Leadership Team (SLT)

- Ensure policy implementation and consistency across the school.
- Support staff in managing workload effectively.

Teachers

- Provide meaningful and manageable feedback.
- Use strategies that promote pupil independence and progress.

Pupils



- Engage with feedback, responding to next steps.
- Use self-assessment and peer feedback constructively.

Parents and Carers

- Encourage pupils to reflect on feedback at home.
- Support the school's approach to assessment and progress monitoring.

Policy Review Schedule

- This policy will be reviewed annually by the Senior Leadership Team in consultation with teaching staff.
- Adjustments will be made in response to feedback from staff, pupils and ongoing research into best practice.

Reference:

1. EEF: Teacher Feedback to Improve Pupil Learning (2021)
2. EEF: Special Educational Needs in Mainstream Schools (2020)
3. EEF: Metacognition and Self-Regulated Learning (2018)
4. EEF: Making Best Use of Teaching Assistants (2015)
5. EEF Early Years Toolkit – Communication and Language Approaches



Appendix:

POWER MATHS – PRESENTATION & CODING GUIDE

Consistent presentation shows pride, supports learning and helps us track progress.

CODES – write at the top of the page or next to the question

I Independent
 T Teacher supported
 TA TA supported
 A (note) Adaptation
 SS Task on Seesaw
 S Supplementary task
 X Removed from lesson or sequence
 O Lesson stopped for this child or sequence

CODING SYSTEM – KEEP IT SIMPLE

I	Independent Pupil completed independently
T	Teacher supported Work completed with teacher support
TA	TA supported Work completed with TA support
A (note)	Adaptation Task adapted to support learning Note the adaptation (see below)
SS	Task on Seesaw Set and completed on Seesaw
S	Supplementary task Additional or alternative task
X	Removed from lesson or sequence Task not completed
O	Lesson stopped for this child Did not complete due to individual need

Unit 3: Addition and subtraction, Lesson 2 Date: 15.05.24

Add whole numbers with more than 4 digits TA, A (+)

1 Work out the following additions.

a)

TTh	Th	H	T	O

I

b)

TTh	Th	H	T	O
1	8	7	2	4
+	2	4	1	0
2	1	1	2	4

TA

c)

TTh	Th	H	T	O

TA, A (-)

d)

TTh	Th	H	T	O
3	9	1	7	5
+	4	2	3	4
8	1	5	0	9

T, A (+-2) Yr 4

e)

TTh	Th	H	T	O
1	5	2	2	1
+				
1	3	6	2	4

I, S

58

Unit 3: Addition and subtraction, Lesson 2 I, A (+-2), Concrete

1 What is ... ?

a) Five more than four hundred thousand? 400,005 ✓

b) Fifty more than four hundred thousand? 400,050 ✓

c) Five thousand more than four hundred thousand? 405,000 ✓

d) Five thousand more than forty thousand? 45,000 ✓

2 Mia plays a computer game. On the first level she gets 2,300 more points than the first level. How many points does she score in total?

2 8 8 0 0 ✓ T, Intervention, Focus group

Unit 3: Addition and subtraction, Lesson 2 Date: 15.05.24

2 Kate works out $53,175 + 4,362$.

a) What mistake has Kate made?

She has added the tens to the hundreds. ✓

b) What is the correct answer to the addition?

57 537 ✓

3 Solve the following calculations.

a) $17,270 + 24,195$ 41 465 ✓

b) $45,907 + 33,284$ 79 191 ✓

4 TA, SS

Work out the missing digits.

a)

TTh	Th	H	T	O
3			1	0
+	2	6	1	
	1	6	4	8

 ✓

b)

TTh	Th	H	T	O
7	3	8	2	
+			3	9
7	8	7	7	0

 ✓

59

1 X

This question was removed from this lesson.
Teacher decision to remove from lesson meaning the teacher decided the question was either not appropriate or not relevant to the year group.

2 O

This activity was stopped for this child.
Did not complete due to individual need.

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 ✓

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OBJECTIVE ACHIEVED

Highlight	if understood
Underline	with highlighter if working towards