



Otterbourne Church of England Primary School
Trust, Respect and Determination
Effective Feedback Policy

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VERSION CONTROL LOG

Date	Description of changes (person responsible)
13/10/23	New policy presented to Governors

Rationale for change

The value of feedback is unquestionable. The Education Endowment Foundation (EEF) states that “Feedback appears to have slightly greater effects for primary school age pupils” when compared to secondary, and that feedback can add 7 months of progress, with the greatest benefit being seen by low attaining pupils.

The EEF also promotes the use of varied approaches to feedback which include digital, responding to assessment, verbal and written. The most important aspect of feedback, regardless of method is ‘effectiveness’. It need to improve learning, “redirect or refocus the learner’s actions to achieve a goal”, and it can come from any source (peer, adults supporting learning or the teacher). Valuable feedback can be delivered during, immediately after or some time after learning but the frequency of feedback should not be specified, and it is crucial to monitor impacts on staff workload.

(Source: EEF Teaching and Learning Toolkit: Feedback)

Purpose

This policy ensures that the children in our school benefit from a culture of open communication, continuous improvement and positive engagement. Embedded in the delivery of effective feedback is the school's curriculum thread, 'Aspiration and Wellbeing' which ties in to the value of Determination, and links to our vision of developing children's understanding of self, where they learn to be a learner and have the life-skills to enable them to be active citizens in a world we don't yet know.

The approach to effective feedback at Otterbourne Church of England Primary School ensures that children receive specific, accurate and clear direction that is regular, immediate and most often verbal, so that they can make small step changes to their learning. There will also be some written feedback that is more substantial, and helps inform future planning, target setting, and builds the children's deepening understanding of metacognition and how to apply positive learning behaviours.

Reasons for providing effective feedback

- To recognise, encourage and reward children's effort and achievement.
- To celebrate success and to motivate children in their learning.
- To provide a dialogue between teachers and children in order to give clear and appropriate feedback about strengths and weaknesses in their work.
- To improve a child's confidence and independence when reflecting on their own work, assessing against given criteria and personal targets, and in setting their own next steps in learning - where appropriate.
- To identify pupils who need additional support to meet given targets (and identify the nature of the support that is needed), and those who require more challenging work to extend their learning. NB: This may not be evidenced in books.
- To inform the subsequent planning of teaching and learning.
- To support the knowledge of spelling patterns, and accuracy in spelling target (and topic) words
- To support the development of self-regulation strategies, eg. managing distractions, showing determination (aiming high), using resources, questions, and other 'learning powers' being developed during the children's time at school

Planning and delivering effective lessons through assessment and feedback

All lessons at the school are initially planned with a focus on prior assessment of learning. This is a dynamic approach that ensures all children are given the greatest opportunities to succeed in every lesson. For example, for the lesson planned on a Monday, the teacher will have considered the progress when a similar lesson was taught previously, and will plan in resources and specific tasks as a 'scaffold' for children with individual needs. At the end of the day, the teacher will reflect on the children's achievements and adapt for their individual needs so that they have everything they need to succeed in the next lesson. The 'assessment' is a daily activity, and the 'feedback' is often verbal rather than written, so the feedback is effective and timely whilst not adding unnecessarily to workload.

Types of effective feedback at Otterbourne Church of England Primary School

- Live feedback within a lesson at the point of identifying a misconception or error, or to provide challenge.
- Small-group and one-to-one conferencing, allowing for deeper exploration of a learning point, or to challenge thinking.
- Written feedback, to provide examples for children to use as a scaffold, or to provide next steps in a longer learning journey.
- Self- and peer-assessment, so children can critically assess their own, and others, learning.
- Whole class plenary, that gives structured reflection on the learning at the end of a lesson.
- Mini-plenary to address misconceptions within a group of children, during the lesson.
- Evidence-based feedback using tools including a class visualiser.
- A specific starter activity, based on AfL from previous session, to secure a learning point or provide a greater understanding of the gaps in learning.
- At all times and for all types, positive feedback is extremely valuable and should be included.

Live feedback within a lesson:

Live marking allows a teacher to check that each child has the correct level of challenge; misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate.

Verbal feedback and dialogue should be embedded within every session and children should receive it on the same day.

Live marking is time-efficient and reduces the need for written marking at the end of the day. This in turn frees up time to plan for the next day.

Live marking can be written or verbal. Where verbal feedback has been given, this is recorded in children's books by the adult initialling VF.

Small-group and one-to-one conferencing during or after a lesson:

A conversation with a child or group of children about their work can be more effective than written marking as both adults and children develop an unambiguous shared understanding of the next step.

Conferencing sessions are recorded in children's books in the same way as live verbal feedback (VF).

Written feedback:

When immediate feedback cannot be given, work is assessed at a later time to inform future planning and respond to children's work. Teachers exercise their professional judgement about the level of written feedback that is required and it is expected that a balanced variety of approaches will be evident in children's books. This will vary according to age group, subject and task. The time taken for teachers to complete written marking must be appropriately balanced with the impact it will have on the children's learning

Lengthy written comments are not an indication of effective feedback and teachers are expected to consider quality over quantity. Across all subjects, longer pieces of writing (often called 'final pieces') will receive written feedback, including praise, development points and developmental tasks that the children will respond to at the appropriate time.

Where written feedback is the most effective approach, errors and areas to focus on for improvements, indicated by children or adults, are highlighted with green pen. The expectation is that children work through errors independently or ask for support and edit their work in purple pen. Teachers are expected to plan in time for children to respond either at the start of the subsequent lesson in a series or during a specific review activity.

Green pen feedback could also indicate next steps that build deeper understanding or develop other skills, such as reasoning and explaining, and will be indicated with short instructions such as: prove it, do another or include an adjective. These should be responded to in purple pen.

Successes and positive feedback are always marked in pink, and children are encouraged to consider what it was that made them successful, as part of the schools' approach to meta-learning and children knowing what helps them be a successful learner.

Short positive phrases may be used, verbal praise given and house points awarded for work that shows an improvement for the individual child based on their current stage of learning. Exceptional work that is worthy of greater attention is marked with OA (outstanding achievement), and children are invited to show their work to the Headteacher.

It is not expected that adults will sign or put their initials against feedback comments.

Self-marking:

When appropriate to do so, children will assess their own work using pink highlighter (to show where they have achieved an objective) or green highlighter (where improvements are required), and they have opportunities to 'correct as they go along'. Self-corrections will be added to work during the main lesson, in the children's usual pen/pencil, as part of the children's efforts to edit and improve their work. Where the children are directly responding to effective feedback from an adult (children will receive feedback from any adult working within the classroom), they will use a purple pen to show that this is adult-initiated.

This approach helps adults determine where work has been independently improved and where further support from a teacher was needed. This self-assessment encourages students to reflect on how their own work meets the goals set for learning concepts and skills. It promotes metacognition about what is being learned, and effective practices for learning. Evidence shows (Black and Wiliam 1998) that pupils benefit from marking their own work.

Across the school, children will use self-assessment answer sheets or marking stations, and will reflect on the success criteria to ensure accuracy of marking. It is expected that children will reflect positively on mistake-making, make necessary improvements independently or ask for support as they go along.

Even when work is self-marked, teachers will still look at books to check for accuracy and plan next steps for individuals and groups of children for the next lesson. They will also identify mistakes in the spelling of key vocabulary and common-exception words for children who find spelling a specific area of development. When self-marking (checking) is by way of

a marking station (answer sheet) or cross-checking written content against a published success criteria it is expected that children will use reasoning skills to understand their own misconceptions or errors, and then self-improve and edit to build determination, seeking peer or adult support only after trying to make improvements themselves.

Peer-marking/peer-feedback:

When the children give written feedback on another child's work, which is intended to build communication skills and supports children to use imitation skills to improve their own learning, they will write in purple pen, and focus their feedback on marking stations and success criteria to ensure feedback is within appropriate parameters. They may also indicate the sense of enjoyment they get from a piece of work, adding reasoning and justification. Where this approach is taken, it will be marked as PF.

Peer-feedback might also be given verbally and this will be indicated in purple pen with the name of the child giving the feedback and the code PF.

Marking across the school:

It is expected that across the school, there will be a change in the balance of verbal to written feedback through the ages, and more focus on the types of feedback that suit certain children's needs where this suits a particular child's learning needs.

Feedback in the earlier years (Year R and Year 1 specifically) is expected to be more verbal than written to allow teachers to check that the children understand what the feedback means and how to respond effectively.

Through Year 1 and Year 2 (Key Stage 1) feedback will be more focused on the success criteria (eg in English) or inaccuracies in responses (eg in maths).

Through Key Stage 2 (Years 3-6) feedback begins to focus more on the child's particular learning journey, highlighting individual learning targets, and will begin to include more responses to push children to be more independent.

Across the school, there will be work that does not require a marking focus, and it is not expected that adults will provide written feedback, including indicating the work has been reviewed, for these pieces. Exceptions to this will be where there is a specific target/focus for an individual child's personal learning journey including where age-related expectations around spellings are being supported.

Support for spellings, punctuation and grammar:

Where children have spellings as an individual area of improvement, or subject-specific vocabulary needs to be supported through written feedback, the following approach will be taken.

Incorrect spellings will be underlined in green pen and the code sp written in the margin on the appropriate line. Teachers will use professional judgement, and consider the independence of the particular child, to decide whether the child should seek the correct spelling in a dictionary (marked sp d) or whether it should be recorded at the bottom of the page and then rectified.

The incorrect part of the spelling will be highlighted so the child is able to visualise the part of the word which is incorrect. The teacher will exercise professional judgement to determine if a word should be repeated three times or five times. Spelling corrections might focus on the use of synonyms or homophones.

Feedback for grammatical misconceptions and errors in usage, or where specific skills from the success criteria have been missed, the teacher will indicate this in green pen. Children will be given time to 'respond to marking' in their purple pen in order to make appropriate amendments independently, and teachers will support children in their further understanding of how to use specific writing features, as necessary.

Where punctuation is missing or written inaccurately, a circle will be used to indicate that something is missing or needs checking. When editing their work for punctuation, children will amend their work in their normal pen/pencil as it forms part of their independent learning.

Where children independently recognise that they should have started a new paragraph, or this is indicated through verbal or written feedback they will use the notation //

Science specific feedback and assessment:

Children's independent work in science will be assessed against the 'working scientifically' standards and a series of ticks will show the progress made against those standards: working towards (√) expected (√√) and above (√√√). This is then recorded in the pupil progress chart at the back of the book.