



Discovery Schools
Academy Trust



Greystoke
Primary School

Work Hard. Be Kind.

Feedback Policy 2024

Approved by: Ronnie Richardson
Advisory Board

Date: 13.11.24

Last reviewed on: 13th November 2024

Next review due by: November 2026

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The EEF 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 mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons

The DfE's research into teacher workload has highlighted written marking as a key contributing factor to workload and at this present time there is inconclusive evidence regarding the correlation between written feedback and progress. 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 emphasizes that marking should be **meaningful, manageable and motivating**.

Key Principles

Our policy has at its core a number of principles:

- **The sole focus of feedback should be to further children's learning**
- **Evidence of feedback is incidental to the process: we do not provide additional evidence for external verification**
- **Feedback should empower children to take responsibility for improving their own work.**
- **Children should receive feedback either within the lesson itself or in the next appropriate lesson.**
- **Feedback is 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.**

Our aim is to support all children to become independent and collaborative learners. By following the principles of this policy teachers are able to gather evidence, give feedback and assess children accurately in order to plan future learning that focuses on the progress that's needed.

Our School Learning Definition:

"Learning is a limitless journey, developing knowledge, skills and understanding where all ideas are valued, risks are encouraged and thinking is challenged."

All lessons will encourage children to consider the knowledge, skills and understanding that they are learning. Pupils will also have the opportunity through some lessons to consider whether they have achieved their learning outcome and understand what their next steps are.

Introduction to learning

Each unit of work, in every subject we teach, will begin with a learning journey. These will contain the Learning Objectives (LO) for each step in the journey and the success criteria will be shared verbally when the learning objective is discussed (if this is not being generated collectively with the children in the lesson). Lessons will be dated to link to the step of learning.

Maths

Autumn 1 - Place Value

1) compare objects and numbers
Date: 20.10.24

2) Order objects and numbers
Date: 20.10.24

3) Recognise 10s and 1s
Date: 20.10.24

4) Count objects for 100 by making 10s
Date: 20.10.24

5) Partition numbers to 100 in different ways
Date: 20.10.24

6) Use a place value chart
Date: 20.10.24

7) Write numbers to 100 in expanded form
Date: 20.10.24

8) Write numbers to 100 in words
Date: 20.10.24

9) 10s and 1s in a number line to 100
Date: 20.10.24

10) 10s and 1s in a number line to 100
Date: 20.10.24

11) Estimate numbers on a number line
Date: 20.10.24

12) Count on the line by 10
Date: 20.10.24

13) Count on the line by 10
Date: 20.10.24

14) Count on the line by 10
Date: 20.10.24

Arithmetic focus

Recap from last year - forwards and backwards counting in 2, 5 and 10
- Rapid addition and subtraction to 10, using number bonds
- Add 3 1 digit numbers

Numerals, numbers, place values, amounts, value, tens, ones, partitions, words, estimates, compare, objects, number line, expanded.

Inside the Villains.

Year 2 - Autumn 2

1) I can publish my work in a booklet with my own artwork
Date: 20.10.24

2) I can use the model text and write a fact file in the wolf.
Date: 20.10.24

3) I can use a checklist to help me describe the wolf.
Date: 20.10.24

4) I can use a checklist to help me describe the wolf.
Date: 20.10.24

5) I can use a checklist to help me describe the wolf.
Date: 20.10.24

6) I can use a checklist to help me describe the wolf.
Date: 20.10.24

7) I can use a checklist to help me describe the wolf.
Date: 20.10.24

8) I can use a checklist to help me describe the wolf.
Date: 20.10.24

9) I can use a checklist to help me describe the wolf.
Date: 20.10.24

10) I can use a checklist to help me describe the wolf.
Date: 20.10.24

11) I can use a checklist to help me describe the wolf.
Date: 20.10.24

12) I can use a checklist to help me describe the wolf.
Date: 20.10.24

The main writing outcome is a fiction fact file in role as a wolf from a fairy tale.

To use conjunctions (but so because) to join your ideas

Pupil articulation of learning

Children should be able to answer the following questions:

- What skills or knowledge am I learning in this lesson?
- Why am I learning this (what is the final outcome) and how will it help me?
- How will I know that I have been successful in this learning?
- Where am I on the learning journey and how can I get to the next stage?

Providing Feedback to pupils

In lesson feedback

At Greystoke Primary School, we believe that pupils make the most gains in lessons when feedback is immediate, and misconceptions are addressed at the point of learning. Therefore, we have adopted an 'In the Moment' feedback approach.

The learning focus will be made clear at the start of the lesson, children will understand the skills and knowledge they will be using, time will be given to reflect on whether this learning is new or consolidation. Teachers will check for prior knowledge and understanding, addressing misconceptions in the moment so learning can be secured and built upon.

Throughout independent learning stages of a lesson, the class teacher and learning support assistants will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required. They will provide high quality feedback by focusing on specific actions for pupils and provide time for pupils to respond to feedback either in the lesson or post lesson. The careful and skilled use of formative assessment throughout every lesson should lead to fluidity in ability groupings within lessons so that the needs of all children are met and children are not limited or constrained by the pre-determined 'group' they are in.

Throughout every lesson, Teachers will use a range of strategies within their class e.g. Talk partners, think pair share, cold calling, skilled questioning and whiteboards to ensure that all pupils are involved in the feedback process and to provide worthwhile assessment for learning opportunities.

Rapid and responsive interventions may also be used and could be delivered by teachers or teaching assistants. These may take the form of a pre-teach, in-lesson intervention and/or a post-lesson intervention.

Written marking may take place at this time too – showing the children the successes they have achieved and giving extra direction to support or extend learners.

Written feedback

At Greystoke Primary School all work will be reviewed when the lesson has been taught by a class teacher however, due to 'in the moment feedback' that has been given, there is no expectation for written feedback in every book for every lesson. All **basic skills errors** and appropriate high frequency word spelling errors must be addressed by highlighting the error. Spellings will be written below, and children expected to re-write 3 times. Basic grammatical errors will be highlighted, and children will either add missing punctuation or re-write the highlighted text.

Written feedback in English books will take the form of a *highlight, edit & improve* approach to encourage independence and improvement where the onus is put back on the child. Teachers will use an orange highlighter and children will respond during the lesson or in the very next lesson.. Highlighted excerpts may include words, sentences or whole paragraphs with clear guidance on the expectation required. This may be given verbally or through written prompts and children will be given time to edit and improve their work.

In addition, House Points, stickers and Head teacher stickers should be rewarded where necessary to indicate where a child has persevered and has shown great progress.

Whole class feedback

Whilst looking at books at the end of the lesson, teachers will make notes on the key messages to feedback to children at the start of the next lesson using the whole class feedback proforma. This will be completed at the discretion of the teacher where and when it will be useful in order to plan future learning that focuses on the progress that's needed.

Lessons should start with a review or recap of prior learning and information recorded on these sheets should be a useful tool to address misconceptions and errors as well as celebrating successes. They should also be used to model techniques such as editing and improving work. Modelling may occur at any stage of the lesson to address deep rooted misconceptions, clear up confusion or provide further scaffolding in the form of mini plenaries and are part of the 'feedback' process.

Self and peer feedback

In line with the school's approach to excellence, children will be taught to give effective peer feedback following the language of being 'kind, specific and helpful' this may take the form of discussions about their work, at the editing stage and to aid children in reviewing their own learning to support their understanding of where they have been successful and how they can improve.

Children may also be asked to self-mark where appropriate to provide in the moment assessment for groupings, as part of low stakes quizzing and so that any common misconceptions can be addressed in a timely manner before moving on.

Evaluating Learning

Reflections

Children are given time to reflect on their learning throughout lessons and at the end of lessons, this gives them opportunities to identify their next steps and verbalise these either in pairs, small groups or as part of a whole class discussion.

In Key stage two, we expect children to write a written reflection about their learning at the end of a unit of work. This will help the class teacher and pupil understand what will help to develop learning further. Developing this metacognitive approach to learning will help children think more deeply about the learning process and therefore find their own ways to achieve success.

Children will also receive regular opportunities to peer assess in lessons to help support each other on the learning journey. The language used to assist the children in peer assessing will be 'be kind, be specific, be helpful.'

Equity

Work and tasks are structured to be challenging to promote progress. We have a wealth of experience at Greystoke Primary School; Teaching Staff, Classroom Support Assistants, Trainee Teachers and Volunteers. Different groups will work with different support throughout the week and will also work independently. This may not always be obvious in the written feedback but should be evident in the progress that is seen.

Frequency of work in books

Our Creative Curriculum promotes independent learning, and all children are expected to investigate, collaborate and communicate effectively in order to develop 21st century learning skills. Due to our focus on developing oracy and the CPA approach with maths, there will be times when learning takes place through practical activities and through drama and role play which may result in no written recording. In addition, due to children having individual devices, some elements of the curriculum may be recorded on devices, in line with our blended learning approach. In some instances, teachers may record this learning in photographic form and there may be the use of QR codes to show the final outcomes. However, this will never be at the detriment of the learning and support that is taking place, or simply be to ensure there is 'evidence' of every lesson, every day.

Pupil progress and attainment

Progress and attainment take priority as evidence of high-quality teaching & learning above any written feedback. This will be evaluated in English and maths on a termly basis and will ensure that children are aware of their targets according to the recordings and assessments from class teachers.




Robust termly pupil progress meetings ensure that teachers have the opportunity to demonstrate orally the knowledge of each child and their gaps/ successes in learning. Interventions are planned and assessed at this time in a constructive manner ensuring that target children are receiving the support and feedback they need.

The Headteacher and senior members of staff will conduct termly deep dives to monitor that the Feedback Policy is being effectively applied and that procedures are promoting progress for all pupils regardless of ability and position.


Reception/ Year 1

Most feedback in reception and year 1 will be live and in the moment. Children are taught in small structured groups to ensure that their needs are being met through very prescriptive, small steps teaching with immediate guidance and feedback given. In addition, written feedback can take the form of modelled letters & numbers for the children to copy and repeat and a feedback slip with the below symbols to act as a prompt to the children and also to aid the teacher in knowing exactly what the child's next steps are.

Example of English/ UTW slip:

Effective pencil grip	Letter formations	Uses Phonics	Finger spaces	Capital letters	Punctuation	Writing on lines	Controlling letter size
		c-a-t		A B C	●	Mum	big

Example of maths slip:

**Greystoke**
Primary School

Maths

Date: 18th November 2024

I can make the number 4

1 2 3 4	I can use my 1-1 correspondence to count to 4	I S
	I can make 4 with practical resources	I S
	I can make 4 in different ways	I S

Lessons covered by cover supervisors and supply teachers

In the event of a short-term teacher absence a lesson may be covered by a cover supervisor or supply teacher. In this instance feedback will be given throughout the lesson and there will be limited written feedback in books aside from highlighted errors. Childrens understanding of learning from all lessons covered, will be feedback to the class teacher through the use of a whole class feedback form or through dialogue so the teacher is fully aware of children's attainment and able to address any misconceptions in the following lesson.

Homework

Homework is completed electronically unless requested as a paper copy. Teachers will acknowledge the homework submitted. This may be in the form of a thumbs up, a congratulations sticker or on occasion may be typed feedback. There is no expectation from the school that each individual piece of homework submitted will have a written response.

Distance learning

In the event that children are learning remotely from home, school work will be set electronically and their teacher will acknowledge this work and address basic skills, misconceptions and share next steps, where appropriate, in line with expectations in books for children present face to face.