



Greystoke Primary School

Enabling our children to reach
their full potential

Feedback Policy 2022

Approved by:	Ronnie Richardson Advisory Board	Date: 25.4.22
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Last reviewed on:	March 2020
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Next review due by:	April 2024
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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. Pupil will also have the opportunity through some lessons to consider whether they are **developing, consolidating, mastering** or have **mastered** their learning outcome.

Introduction to learning

Each piece of work, in every subject we teach, will begin with a learning slip. These will contain the Learning Objective (LO) for the lesson and the success criteria (if this is not being generated collectively with the children in the lesson). It has the space for the children and teacher to assess each aspect of the success criteria by highlighting their own successes as well as the teacher’s thoughts and will include all relevant vocabulary that children need to understand in order to access the learning.

Date -

Learning Objective -

Pupil Voice	Success criteria	Teacher Voice
	I can	
	I can	
	I can	

Key
Vocabulary

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

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.

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. 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.

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.

Feedback strategies

Teacher will use a range of strategies within their class e.g. Talk partners, cold calling, lollipop sticks, skilled questioning and whiteboards to ensure that all pupils are involved in the feedback process and to provide worthwhile assessment for learning opportunities.

Marking

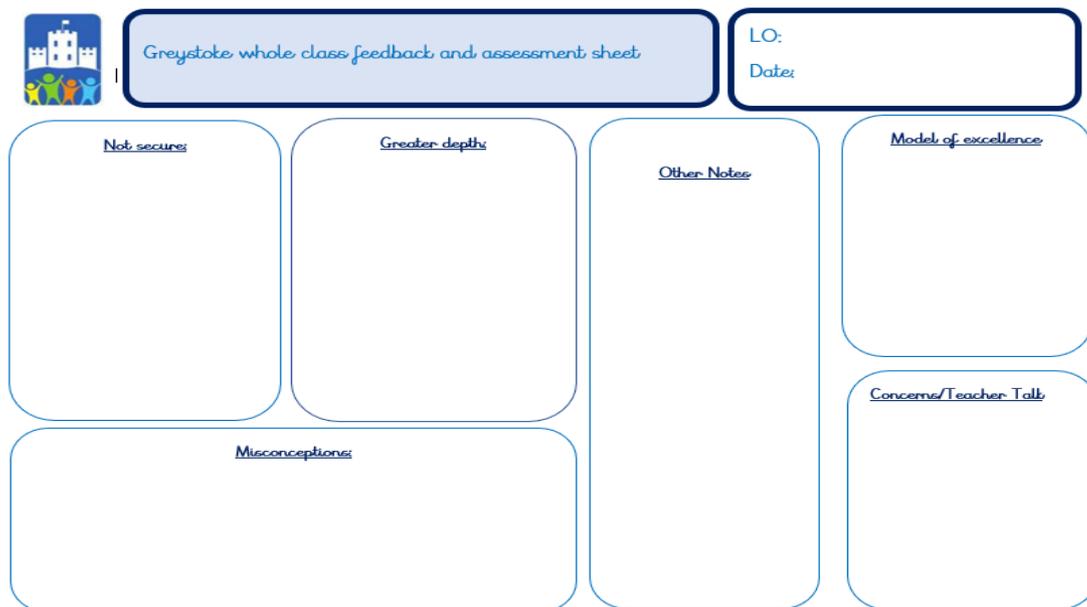
At Greystoke Primary School all work will be marked when the lesson has been taught by a class teacher, however, due to 'in the moment feedback' that has been given, there is no expectation for written feedback in books. A lengthy next step comment is not necessary as misconceptions will be addressed in the next 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. Children should be given time to edit and improve their work. This marking 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.

In addition, House Points, stickers and Head teacher stickers should be rewarded where necessary to indicate where a child has worked very hard indeed and has shown great progress within a lesson.

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. All whole class feedback forms will be filed by the class teacher and will form part of the picture during a deep dive along with planning, children's books, interventions and assessments.

Whole class feedback sheets should be used by the teacher to feed into the next lesson where all lessons should start with a review or recap of prior learning and can 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.



The form is titled "Greystote whole class feedback and assessment sheet" and includes a logo of a castle and children. It features a header section with "LO:" and "Date:" fields. The main body is divided into five rounded rectangular boxes: "Not secure", "Greater depths", "Other Notes", "Model of excellence", and "Misconceptions". A sixth box labeled "Concerns/Teacher Talk" is positioned below the "Model of excellence" box.

In addition, we have a specific whole class feedback sheet for guided reading which specifically focuses on the domains of reading and enables early intervention in areas identified as ongoing or frequent areas of difficulty for some children so that post teach interventions can be planned accordingly.

Evaluating Learning

Reflections

To help the children to reflect on their learning every lesson, the 'pupil voice' is always included on our learning slip so that the children can evaluate where they feel they are in their learning journey. This helps the teacher to understand who may need further support and challenge in future lessons.

In Key stage two, we may also sometimes ask children to write a written reflection about their learning where appropriate. This may be written throughout stages of a unit of work or at the end of a unit to enable children to reflect on their learning. 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 reach mastery.

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 some instances, teachers may record this 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

Most feedback in reception should 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 step is. Through the next steps box, staff can see at a glance what the focus within the next lesson needs to be.

Example of English/ UTW slip:

I S		Date:
LO: To share my knowledge of elephants by writing facts.		
 I can write the sounds that I hear in words.	 I am beginning to write independent sentences.	 I can read my writing back.
Next Steps:		

Example of maths slip:

I S		Date:
LO: To begin to show an understanding that numbers can be represented in different ways.		
 Recognise numerals 1-5	 Recognise quantities and numbers in different forms	 Use own marks to represent quantities and numbers
Next Steps:		

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. All lessons covered will be feedback to the class teacher through the use of a cover slip which will be kept on file.

Cover Lesson Feedback Form

Date:	Staff:
Lesson:	LO:

Children/Groups Who Struggled

Name	Comments

Any Other Issues

Name	Comments

Praise

Name	Comments

All resources suitable and prepared? Y / N

Comments:

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 as a result of covid, 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.