

Reference Number G2	Shared with Staff	Review Date
Headteacher A.Wilkinson	Governing Wellbeing Committee Julie Hogg	
Date: 04.10.2023	Date:29/09/2023	
Policy Title	Feedback Policy	

Review Table

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate amendments which have been made to later versions.

Version Number	Version Description	Date of Revision
1	Original	September 2009
2	Slight Amendments made to wording	September 2010
3	Policy reviewed	September 2012
4	Amended to take account of feedback	November 2014
5	Amended to take account of course on feedback	November 2015
6	Amended to reflect working practise	November 2016
7	Amended to reflect working practise	June 2017
8	Policy reviewed	September 2021
9	Policy Reviewed - A Wilkinson	September 2022
10	Policy Reviewed - A Wilkinson	September 2023

Feedback Policy

Our Vision

Our vision states that Lanercost Church of England Primary School is a caring, unique and aspirational rural community which aims for every child to live life in all its fullness. This is at the root of our feedback policy. As we are driven towards every child to have a life-long love of learning, we believe feedback should be consistent across school, but personalised to celebrate each child's individuality and enable them to reach their divine potential. The feedback we provide focusses on the learning objective within the lesson and the core skills built upon. Feedback is always constructive, child-focused and ensures every child is treated with dignity and respect.

Aims of Feedback

Feedback will:

- ◆ Always be constructive
- ◆ Allow children to understand their personalised next steps within that subject
- ◆ Correct misconceptions
- ◆ To correct mistakes and offer encouragement
- ◆ To assess children's learning against the lesson's learning objective
- ◆ Be consistent across the whole school
- ◆ Be aimed and clearly understood by the child
- ◆ Be based on learning objectives shared with the child during the lesson
- ◆ Motivate the child to want to improve
- ◆ Allow teaching teams to see the continuous progress of the child
- ◆ Promote a level of presentation in accordance with the high expectation of the school
- ◆ Allow specific time for children to read, reflect and respond to marking
- ◆ Respond to individual learning needs, marking face to face with some and at a distance for others
- ◆ Encourage and teach children to mark and check their own work.

Research behind our feedback approach

This one pager based upon the work of Dylan William and Tom Sherrington concisely explains the key research behind our feedback policy.

Embedded Formative Assessment 2011

feedback

moving learners forward

Dylan William
@dylanwilliam

“ Feedback should be more work for the recipient than the donor. ”

Formative Assessment

Find out what students know
Formative assessment involves a range of strategies to move learners forward. It is used by teachers and students to identify progress and show gaps in knowledge. Finding out what students know and giving next steps is essential to good teaching.

Formative Feedback

Give comment only marking
A disadvantage of giving grades with feedback comments is that students disregard the feedback and focus on their score. Teacher and author Kate Jones believes, “comment only marking is target focused and has to be understandable, helpful and actionable to move learners forward.”

The Goldilocks Principle

Not too much, not too little
Feedback should be concise and accurate. As Michael Chiles states, “Too much feedback can be overwhelming for students and lead them to disengage with it.” Try to link feedback directly to learning intentions and break it up into small and achievable steps.

Feedback as Actions

Get students to act upon feedback
Making feedback actionable is a powerful way for students to learn from their mistakes. According to Tom Sherrington, “a student should be able to read or hear their teacher’s feedback then do something very specific and concrete to improve their learning.” His ‘five Rs’ support this idea perfectly.

REDRAFT OR REDO	REHEARSE OR REPEAT	REVISIT & RESPOND	RELEARN & RETEST	RESEARCH & RECORD
Go back to edit and improve certain areas of your work.	Go back and practise repeatedly to master specific skills.	Go back and answer more similar practice questions.	Go back and ensure you understand previous learning.	Go back and develop your work with wider research.

Whole Class Feedback

Save time, reduce workload
A great strategy to lighten teacher workload and provide feedback. Using a template, summarise what students did well, areas for improvement and give actions for students to do to improve their work.

William’s Four Quarters Marking

1 mark the work in detail	2 self assess with guidance
3 skim/whole class feedback	4 peer assess with guidance

design inspired by Oliver Caviglioli

Peer Critique

Kind, specific, helpful
Like Ron Berger’s Austin’s Butterfly, “we can create an ethic of excellence through a rigorous and creative culture of drafting and skilled feedback” [Alex Quigley]. We can scaffold peer assessment by modelling how to provide, ‘kind’, ‘specific’ and ‘helpful’ comments.

Gallery Critique

Peer critique a broad sample of work
Gallery critique is where students spend an extended period of time walking through a gallery of their peers’ work, assessing and providing helpful feedback. The strategy focuses on high quality comments based on success criteria.

An Ethic of Excellence 2003
 Ron Berger
@RonBergerEL

“ Work of excellence is transformational. Once a student sees that he or she is capable of excellence, that student is never quite the same. ”

■ Designed by **JAMIE CLARK** | @XpatEducator

An Ethic of Excellence
BUILDING A CULTURE OF CRAFTSMANSHIP WITH STUDENTS Berger, R. (2003) Pearson

Embedded Formative Assessment William, D. (2011) Solution Tree Press

Five Formative Assessment Strategies in Action Jones, K. (2021) John Catt Educational

Sherrington, T. FIVE WAYS OF GIVING EFFECTIVE FEEDBACK AS ACTIONS. Blog (2017)

Policy in Action

Live feedback (feedback within the lesson) and verbal feedback (especially with EY and KS1 children) happens within every lesson within our school. These times of feedback address misconceptions immediately and give children the immediate feedback on their work in order to progress.

Personalised written comments are used to celebrate work, but are kept short and concise.

Peer and self-marking are often used as part of whole-class feedback (based upon William's Four Quarter's Marking) in order to give children actionable improvements and allow the teaching team to formatively assess the children's understanding of the lesson.

Consistent Marking Codes across School

During Autumn 1 in 2023-2024, KS1 and KS2 will be trialling the use of 'Mark Mate'. Mark Mate provides detailed feedback which then prints to a sticker. This sticker can then be duplicated for other children who need the same feedback or can be used individually. This is being trialled in the classes to support formative, 'in-the-moment' feedback in any subjects that it is beneficial.

'Let's Celebrate' and 'You're on your way' stickers are also being trialled to support the work life balance and 'in-the-moment' feedback in teaching and learning. This celebration is for times when children are completing activities where a next step is not required. For example, when children have recorded the features of a diary from an investigation, then this sticker would just acknowledge that they have done this successfully. Their next step *is* the next lesson. Where necessary, one or two may need a one next step sticker to prompt them to add the missing features.

Previously used codes may still be used, but this will be revisited at the end of Autumn 1.

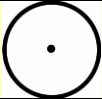
WS	With Support
T	Target
✓	Correct answer in relation to the learning objective and skill taught in the lesson.
•	Have another go next to the dot.
○	Letters or numbers that are reversed will be circled and the child will address this.
Excellent/Well done/Love this/Positive comment	Personalised, positive comments for specific answers

	HP	House Point
@	(blank swirl)	Work with me
(swirl @)	with tick through)	Work with me completed

Teaching teams use their professional judgement to tick or dot work. If several answers are incorrect, the teacher will intervene and re-teach the learning and ensure the misconception is addressed.

There are specific marking codes for writing and maths in order for children to progress their learning swiftly without the teaching team explaining. These codes can be used across the curriculum if necessary.

Marking Code for Writing

	EY/KS1	KS2 (as KS1 or below)
Full Stop missing (fix)		P (Punctuation)
Capital Letter missing (fix)	Line through the lower-case mistake and write the correct capital above.	P (Punctuation)
Finger Space missing	Drawing of a finger space.	P (Punctuation)
New Paragraph needed	N/A	[or /P
Explanation needed	?	?
A word or letters in a word missing or needed here.	^	^

Spelling error (with correct spelling above the work or in the margin)	<u>Spellig</u>	<u>Spellig</u>
Correct/Good	✓	✓
A single ruler drawn line through the word to cross out	Strike	Strike
Draft and edited - the child has independently edited or developed their work	D	D

Marking Code for Maths

