

Marsh Green Primary School

Feedback Policy 2022 - 2023



Feedback Policy – September 2023

Introduction

At Marsh Green Primary School, we value the importance of assessing children's learning and providing feedback on it.

Feedback – **information given by a teacher to pupil(s) about their performance that aims to improve learning** – is identified as high impact for very low cost in the EEF Toolkit. However, feedback, and in particular written marking, has often been singled out as making a negative contribution to teachers' workload and wellbeing. Often, "effective feedback" can be seen as a shorthand for "written marking" and the impact that this has on pupils' learning and exactly who the audience for this written marking is for can be ambiguous.

Alongside this, 'feedback' as a term encompasses a wide range of approaches and techniques - verbal feedback, written marking, whole class feedback, peer assessment etc... Therefore, we have a situation where we know that **feedback is crucial** to pupils attaining well but that evidence suggests that **not all feedback is created equal**.

This policy aims to set out the **principles, methods and implementation of effective feedback**. It draws on evidence provided by the EEF and other sources. Further reading is identified at the end of the policy.

Finally, it is important to note that feedback is part of the teaching and learning cycle and for feedback to be truly effective there must be secure foundations in terms of high-quality initial instruction provided by the school's approach to teaching and learning.

The Values of Effective Feedback at Marsh Green:-



Value 1 – Foundations must be laid for effective feedback

- Feedback will only be effective if it is built on **foundations of high quality teaching**.
- High quality instruction will reduce the work that feedback needs to do.
- **Formative assessment is required** to set learning intentions (which feedback will aim towards) and assess learning gaps (which feedback will address)
- Careful consideration should be given when planning lessons to **ensure that tasks are well designed with feedback on the learning in mind** e.g does the task allow children to show they have understood what the teacher intends them to learn or get better at.
- Approaches such as **applying Rosenshine's Principles of Instruction** in the classroom help to ensure high quality instruction.



Value 2 – Feedback must be timely and focus on moving learning forward

- Feedback is the dialogue that takes place between adult and child, **ideally whilst the learning is still being completed** to address misconceptions at the point of learning.
- Feedback should focus on either the **task** (its outcome and advice on how to improve when doing that specific type of task), the **subject** (and the underlying processes within that subject) and **self regulation strategies** (how pupils plan, monitor and evaluate their work). A table is shown below that gives practical examples of what this might look like.
- Teachers should also give consideration as to whether feedback is best given to **a group** of pupils, an **individual pupil** or a **whole class**.



Value 3 – Pupils should be receptive to receiving feedback

- Children should **understand the purpose of feedback** and how it aims to improve their learning.
- Teachers should provide **opportunities for pupils to model how they have used feedback** to improve their work and this should be celebrated.
- **Motivation** is an important factor in being receptive to feedback and staff should show that they value the effort put into learning. However, this should not be related to a fixed mindset of intelligence and should be combined with the feedback focus outlined in Principle 2.
- Pupils should **understand the feedback they have been given**. This means that comments will vary according to the child's age and stage. For example, teachers should avoid lengthy written comments that will not be understood by pupils.



Value 4 – Feedback should be laser focused and actionable

- Give the children a **clear picture of how far they have come in their learning** and how they can **improve their learning** in the future when faced with similar tasks.
- Teachers should consider how the feedback they provide **interacts with pupils' working memories**, taking care not to overload it. This approach may need to be tailored differently for different pupils in the class.
- Feedback should be a "windscreen" rather than a "rear-view mirror". **Time and opportunity should be given to use feedback** so that it moves the learning forward. This will enable the feedback loop to be closed.

What do these principles look like in the classroom

- The majority of feedback provided to children will be at the point of learning – ‘live marking’. This is particularly important for children who are not able to read and act upon written feedback in KS1.
- Teachers are expected to actively read each child’s work, in all subjects, during or after every lesson. “Actively” means using professional judgement and skills to identify areas of strength and weakness in the learning. Where children’s work is not presented in written form, teachers will assess continuously, through observation and questioning.
- Teachers should address any errors in age related basic skills – punctuation, spelling, presentation etc – using the marking code in the Appendix to this policy. An appropriate number of clerical errors should be identified considering the age and stage of the child and teachers should ensure that these errors are not repeated in subsequent work. A balance must also be struck between corrections of clerical errors and addressing misconceptions in the intended learning.
- At the earlier stages of development, teachers may highlight precisely where a clerical error occurs. There is an expectation that as children progress through school (still bearing in mind pupils’ individual needs) that this moves to the margin so that pupils identify for themselves where the error is.
- Pupils should self or peer assess their work wherever possible in Maths lessons. This allows teachers to focus their attention when reviewing books on identifying procedural or conceptual misconceptions and address these in future lessons.
- Whole class feedback is a powerful tool for addressing misconceptions, concepts that need to be retaught or reinforced and praising children for the quality of their work. Whole class feedback can be used in any subject and further information on this process can be found in the Appendices.
- Pupils will always act on any feedback given. If written feedback is given in KS2, children should place their own initials next to the written feedback to acknowledge that they have read and understood it. Whether this feedback becomes actioned effectively should be demonstrated through work in subsequent lessons. It is the class teacher’s responsibility to reflect on the impact of their feedback and regularly check that issues identified earlier in the term or unit of work have now been addressed.
- Children must be given time to act on feedback given. We recognise that there are competing priorities within the school day but given the evidence that effective feedback (based on the principles outlined in this policy) has on pupils’ attainment, time must be given over to acting on feedback.

Appendix A – Marsh Green’s Marking Codes

Sp	Spellings you are not sure of.
~~~~	This does not make sense.
<b>^</b>	A word or letter has been left out.
○	Around a letter – Think of a better letter.
○	Around a word – Think of a better word.
//	<i>Start a new paragraph.</i>
→	Move this word or sentence to <
<b>C</b>	A capital letter has been left out or it is in the wrong place.
<b>P.</b>	Punctuation – add a full stop.
<b>P,</b>	Punctuation – add a comma.
<b>P'''</b>	Punctuation – add speech marks.
<b>P?</b>	Punctuation – add a question mark.
<b>P!</b>	Punctuation – add an exclamation mark.
<b>P'</b>	Punctuation – add an apostrophe.
✓x	Mainly mathematics.
<u>u</u>	Needs underlining.
😊	Well done.
<b>LIA</b>	Learning intention achieved
<b>VF</b>	Verbal feedback
<b>T</b>	Talk to teacher

## Appendix B – What might the content of effective feedback look like in the classroom?

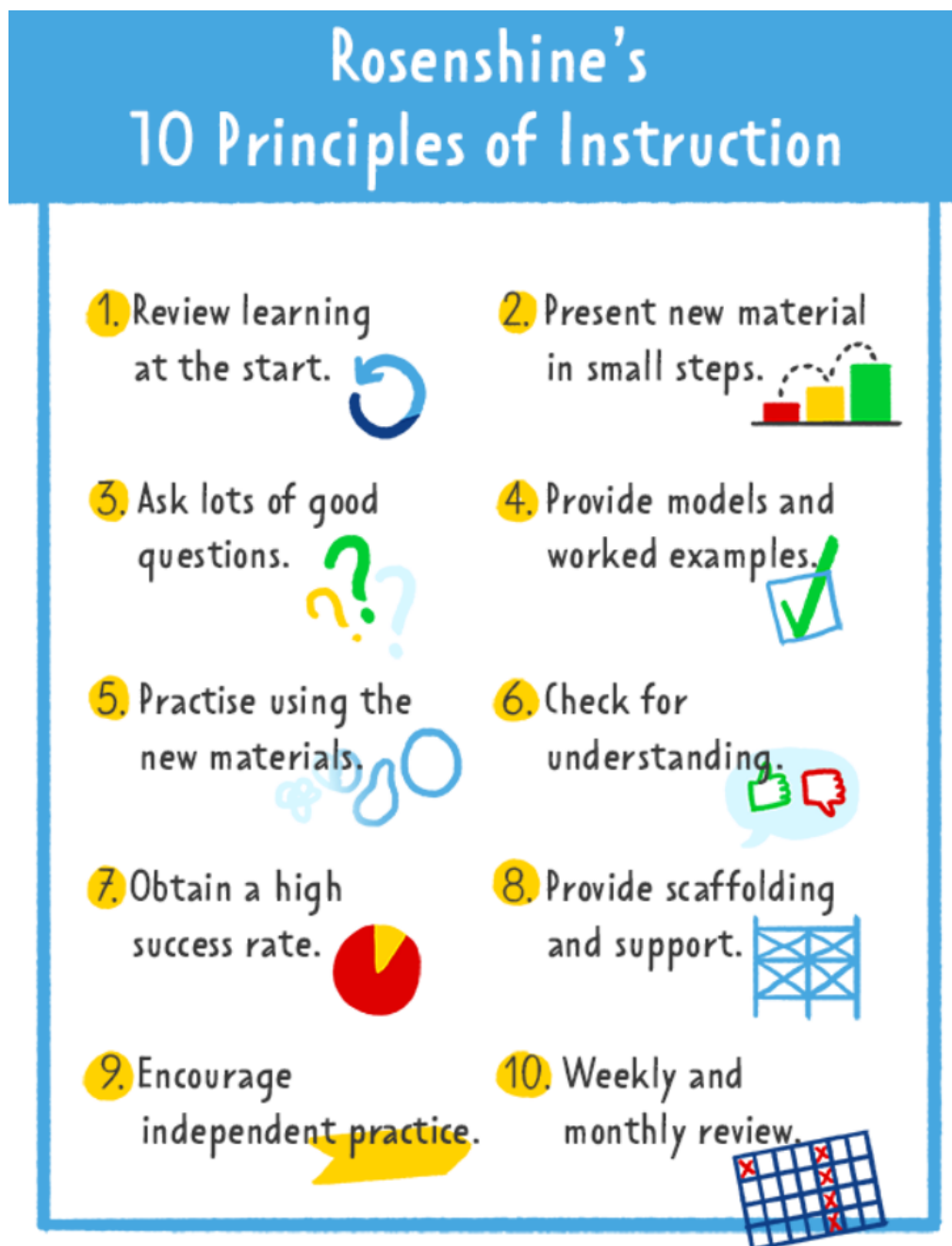
	Feedback more likely to move learning forward			Less likely
	<b>Task</b>   Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.	<b>Subject</b>   Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.	<b>Self-regulation strategies</b>   Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.	<b>Personal</b>   About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.
<b>KS1 examples</b>	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	'Great work—you're brilliant at maths!'
<b>KS2 examples</b>	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features.  'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Icenii tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've used to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'

## Appendix C – Whole Class Feedback

In order for whole class feedback to be effective the following must be found out:

- Common misconceptions
  - Concepts to reteach or reinforce
  - Children who need further challenge
  - Children who may need further support and consolidation
1. After work has been completed the teacher should group the pupils' books as follows:-
    - Children with specific misconceptions that may need a personal next step or further verbal feedback live in class
    - Children who need to consolidate the learning and require a next step that will require them to add something to their work/improve their work/create another example of the learning that was intended.
    - Children who have achieved the learning objective and therefore have a next step that builds on this learning.
  2. The teacher creates a slide, writes on board etc... with up to 3 next steps linked to the 3 groups above.
  3. The teacher writes NS 1, 2 or 3 in the pupils' book relating to the next step they are working on from point 2. Or if appropriate a personal next step comment.

## **Appendix D – Rosenshine’s 10 Principles of Instruction**



## **Appendix E – Further reading**

Education Endowment Fund -*Teacher Feedback to Improve Pupil Learning Guidance Report* (2021) - [https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf)

Dylan Wiliam – *Embedded Formative Assessment* (2017), Solution Tree Press

Daisy Christodolou – *Making Good Progress?* (2017), OUP Oxford

[*Principles of Instruction: Research-Based Strategies That All Teachers Should know*, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012,](#)

