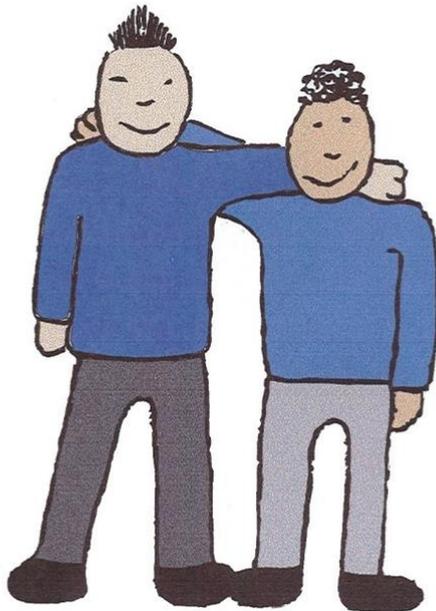


Kneesall C of E Primary



Feedback Policy

Head Teacher Signature:	
Date Adopted:	February 2025
Review Date:	February 2027

Policy Statement

Kneesall C of E Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Feedback intends to serve the purposes of valuing pupils' learning, helping to identify next steps, and evaluating how well the learning task has been understood. Feedback should be a process of creating a dialogue with the learner, through which dialogue can be exchanged and questions asked; the learner is actively involved in the process. Research shows that verbal and written feedback can improve pupil's attainment.

The aim of this policy is to:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

Roles and responsibilities

1.1. The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across school.

1.2. Teaching staff are responsible for:

- Ensuring that they adopt this policy when providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

Implementation

Feedback is effective if it is focused. Pupils need to be clear about the purpose of all work so that feedback is meaningful.

Feedback in each subject area should relate to the learning objective but teachers should support the progression of spelling, handwriting and punctuation within all work so that children make rapid progress.

Clear learning objectives are shared prior to all learning. All pupils should be able to tell you what they are learning about and how this fits into the bigger picture of their learning.

In order to avoid unnecessary workload, teachers aim to focus in on the most pertinent development area that will have the greatest impact. They aim to avoid over-loading the child with too many steps. We also aim to praise the child for the progress made and keep the feedback positive and uplifting. No child is ever meant to feel unsupported or criticised as we know that this affects well-being and resilience.

Purposeful feedback often scaffolds for a child who needs an explanation. This is best done alongside the child but can be written down in the case of long-distance marking. Where explanations or scaffolds are needed to support the child, the teacher limits the wording to make sure that the feedback can be read by the child, understood and therefore have an impact.

Pages of ticks (in mathematics, etc) are meaningless and should not be used. If a child is achieving the learning objective easily there should be evidence of the teacher sharing new challenges and/or next step targets.

All feedback from the teacher should be referred back to by the child and improvements should be seen through pencil/red pen editing. Teachers plan this time in as close to the learning session as possible. Wherever possible, feedback occurs during the learning (live marking) period so that the child can reflect and respond at the point of delivery.

Effective Feedback Strategies

The following strategies can be used to assess and provide feedback.

1. Verbal Feedback

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger children. A VF symbol should be used to acknowledge verbal feedback has been given.

2. Success Criteria Checklists

Success Criteria checklists are used in English and Maths and may include columns for self/peer assessment and teacher assessment. These should be adapted where appropriate.

Example for older children:

LO: To write a review independently Steps to Success	Have I achieved it?	Teacher feedback
I can write an introduction (when, what, where)		
I can use powerful verbs, adjectives and adverbs		
I can use a variety of punctuation ? ! () ; : ,		
I can use a variety of sentences		
I can use adverbials		
I can include my feelings and maintain the enthusiasm		
I can write a conclusion and sum up		

The checklist is completed with - and x indicating understanding.

3. Self-Assessing

From KS1, children are encouraged to self-assess across a range of subjects. This may be as a whole class directed by the teacher or independently once they have completed a piece of work. This will be achieved with the use of answer sheets. Children should mark their own work using a red pen. Through 'live marking' teachers will be able to monitor the self-assessment and outline any corrections needed with a green pen.

4. Peer Feedback

From KS2, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk partners'. Children should be trained to do this and ground rules (Appendix 3). Children should first point out the things they like, then suggest ways to improve the piece, but only against the learning objective or success criteria. The

pairing of children should be based on ability and trust. In certain pieces of work, children could highlight evidence of success or write a comment in a different coloured pencil.

5. Quality Feedback Comments

Written feedback across school is given using symbols (EYFS/KS1 Appendix 1, KS2 Appendix 2). These are used to highlight what the child has done well and what their next steps are. Narrative comments, if used for setting a challenge should be kept to a minimum, KS2 only. Teachers plan time for the child to respond to the feedback, thus enabling them to 'close/bridge the gap' and improve & extend their learning further.

6. Conferencing

Longer pieces of writing should be conferenced 1:1 with the child. This allows for a greater quality of feedback and setting of new targets. Conferencing also gives the teacher further opportunity for teachable moments. E.g. correcting letter formation.

Review and Evaluation of the policy

The policy will be reviewed every 2 years by the Headteacher.

Appendix 1

EYFS/KS1

The following symbols are used, depending on the expectations on the piece of work, and are marked with either a tick for achieved or bubbled for next steps/to check back.

	Capital/lowercase letters
	Handwriting/formation
	Fingers spaces
	Full stops
	Sounds/Fred Fingers/spelling Word underlined
	Great ideas
	Conjunctions
	Capital I

I - Independent work

WS – with adult support

G – guided group work

VF- Verbal feedback

Appendix 2

KS2 Marking Code

OA	Objective Achieved
√	This work is correct
•	Incorrect, please check
Sp	Spelling mistake
—	Letter, or number incorrect (capitalisation or direction)
~~~	(wiggly line) Does this make sense?
^	Missing word
P	Missing punctuation
/	Space needed
//	New paragraph needed
VF	Verbal Feedback
WS	I had help from an adult
I	I did this work independently
T	My next target

## Appendix 3

### Our Agreements on Peer Feedback

When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they worked towards the learning objective and only try to improve things that are to do with the learning objective.
- Tell our partner the good things we see in their work.
- Listen to our partner's advice because we are trying to help each other do better in our work.
- Look for a way to help our partner achieve the learning objective with more success.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partners to talk about what they tried to achieve in their work.
- Be fair to our partner. We will not talk about their work to other people because we wouldn't want them to do it to us and it wouldn't be fair.