Feedback Policy

2024 - 2025

Policy Date:	September 2024	Version: 1.2
Policy Review Date:	September 2026	Halil Tamgumus

Braunstone Community Primary School Feedback Policy

Our policy is underpinned by the Educational Endowment Fund's (EEF) recommendations and those of the Department of Education's (DfE) educationalists who reported on "working to remove unnecessary workload for teachers" by making marking and feedback "meaningful, manageable and motivating".

EEF research shows that effective feedback should:
- Redirect or focus either the teacher's or the pupil's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be sparing so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong
- Be the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons (effective prior instruction).

Our policy on feedback has at its core a number of principles:
- The sole focus of feedback and marking should be to further children's learning
- Written comments should only be used where they are accessible to students according to age and ability
- Feedback delivered closest to the point of action is most effective and as such feedback in lessons is more effective than comments provided later
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments
- Teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching within and across sequences of lessons.
- 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
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Feedback in Practice

At Braunstone Community Primary School feedback occurs in different forms and at different stages of the learning process, which is also dependent on the age and cognitive understanding of the child. Feedback is bespoke.

Type	What it looks like
Verbal Feedback	Includes gathering formative assessment from teaching, including mini-whiteboards, pupil work, questioning *(appendix 1)* etc...
	Often given to pupils for immediate action and it is specific, clear and focuses on improving the gap between performance and the desired goals *(appendix 2)*
	Provides scaffolds and models during the lesson
	Takes place in lessons with individuals or small groups
	May involve the use of additional adults to support or provide further challenge
	May include highlighting/annotation according to the marking code
Whole Class Feedback/ Summary	Takes place at the beginning, during or end of a lesson or task to respond to common misconceptions or successes that have been identified.
	Use of effective class and peer critique to support learning
	In response to information gathered by the teacher *(appendix 1)* it may include:
	Re-teaching: identifying the need to re-teach common misconceptions. Use /share new examples.
	Re-activating: identifying the need to re-visit prior learning to minimise children forgetting.
	Revisiting: Looking again at modelled work /or provide new ones to close the gaps between student performance and success criteria.
	Consolidating: providing more time for further practice.
Written Feedback	The school's approach to written feedback is that it takes place in the moment, however, it can take place after the lesson.
	Written feedback from teachers is legible, clear and specific.
	Involves written comments for pupils to read/respond to.
	Provides teachers with opportunities for assessment of understanding.
	Leads to adaptation of future planning, groupings, or adaptation of tasks.
	May use zonal feedback to ensure that teachers and students focus on a specific area of work rather than the entire piece
	All written feedback should be developmental with clear next steps to move the learning forward.
Conferencing (Face Time)	Takes place as a discussion between adult and pupil; focused on individual feedback
	Can take place away from the point of teaching or at the point of teaching, in the moment
	Coaching discussion to support pupils in reflecting on and improving their own work *(appendix 2)*
	May focus on:
	Depth of understanding
	Ability to make connections
	Providing and working on next steps
	Reflection on progress and attainment

Learning Objective Slips

English – writing:

Character Description	Monday 27th November 2024	G S M
	LO: To use expanded noun phrases in my sentences.	

Steps to Success:

I can identify a noun in a sentence.

I can use adjectives before a noun.

I can use expanded noun phrases in my sentences.

Make It Stick

Underline the two nouns in the sentence below.

The girl walked to the exciting park.

Underline the coordinating conjunction in the sentence below.

I wanted to go to the park but it was raining.

Fix It

Fix this sentence, there are 2 errors.

Can I buy aight ice creams please.

_____

_____

Add some adjectives to complete these expanded noun phrases.

1. Grandma is a _____, _____ woman.

2. Her _____, _____ eyes glare at George.

3. Grandma's _____, _____ voice screeches around the house.

Teachers have the professional autonomy to decide whether to use digital working walls or distribution lists to share the 'Make it Stick' activities with the children for them to complete.
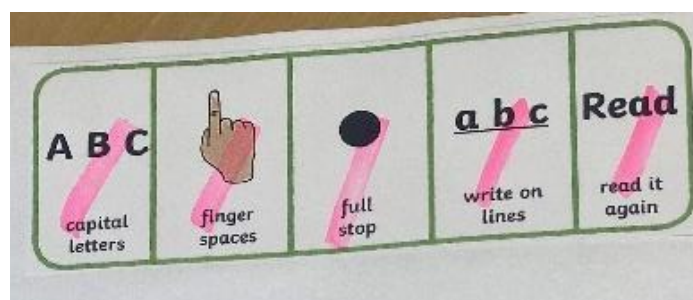
Maths

Mastery	08.11.24				G	S	M

LO: Multiply and divide by 9.

Steps to Success:

I can multiply and divide by 9 by grouping and sharing.

I can identify and write down the fact families for a given sum.

I can solve multiplication and division word problems.

Make It Stick

5 × 6 = ☐

6 × 6 = ☐

Count the squares to find the area of each shape.

How many pencils are there altogether?

_____

$5 \times 20 = $ ☐

Feedback; whether teacher to child, child to teacher or child to child; needs to be based on clear understandings about the learning objective of the task and related success criteria. Learning objectives and success criteria must therefore be right at the planning stage and during lessons.

Each learning objective will have steps to success to help to break down the learning for children which allows teachers to assess children's outcomes against the success criteria. These steps must be clear, child-friendly, succinct and limited in number. Steps to Success will be highlighted by the teacher to show which have been met (pink) and which have not (green).

In EYFS (where appropriate in Year 1) pictorial success criteria will be used for writing:

In Year 1, the below visuals will also be used to remind children of the mechanics of writing:

The level of support given to pupils is clearly identified by using the following key:

G – Guided group

S – Supported

M – Manipulatives (maths)

If one of the letters of the key is not highlighted, the child has completed the work independently.

At the end of lessons pupils will reflect on their learning and assess how well they have achieved each step to success by ticking/colouring the appropriate face.

Teachers should use mini plenaries or hinge questions during lessons to gauge children's understanding and to encourage self- assessment. If children are constantly aiming to match their learning to the lesson success criteria, then effective learning will take place. Teachers will consider children's reflection when giving feedback and adapting teaching to scaffold and challenge pupils.

Feedback in Unit Work (foundation subjects)

BCPS has high expectations of children's writing and presentation. Feedback in Foundation Subjects is centred on the skill that the child is learning. Grammatical errors will be fedback to the children to reiterate the high expectations of writing, however the focus is on the subject specific knowledge. Spelling errors of key terminology for the subject discipline will be corrected where appropriate to age and stage of the child.

Examples of feedback:

Written Feedback

If a teacher chooses to add written comments, this will be done in joined, legible handwriting and use the conventions of standard English. Any written comments will be specific, purposeful, and clear. Feedback from adults can be in any colour pen, historically pink for achieved and green for next steps, however this is professional choice. Purple pens are used by the children for self and peer marking and response to feedback.

Written feedback on pupil's work will follow a system (below) that guides pupils to look for specific mistakes/errors in punctuation, spelling and sentence grammar; indicates specific sentences for rewriting; and highlights specific points for further development.

Symbol	Meaning
Pink	I have achieved the skill (i.e. the Learning Objective) for today's lesson. (specific 'pink' colour is optional for staff)
Green	I haven't yet achieved the skill for today's lesson, and I still need to work on it. My teacher will show me how to improve. (specific 'green' colour is optional for staff)
~~	Spelling mistake

Sp x3	I need to correct my spelling mistakes and write it out three times using my best joined up handwriting.
→	Next step – Up levelling work or deepening knowledge.
∧	I've missed a word out

Spelling mistakes (<u>appropriate to the child's ability</u>) will be underlined in green (optional colour) and corrected by the teacher for the child to correct x3.
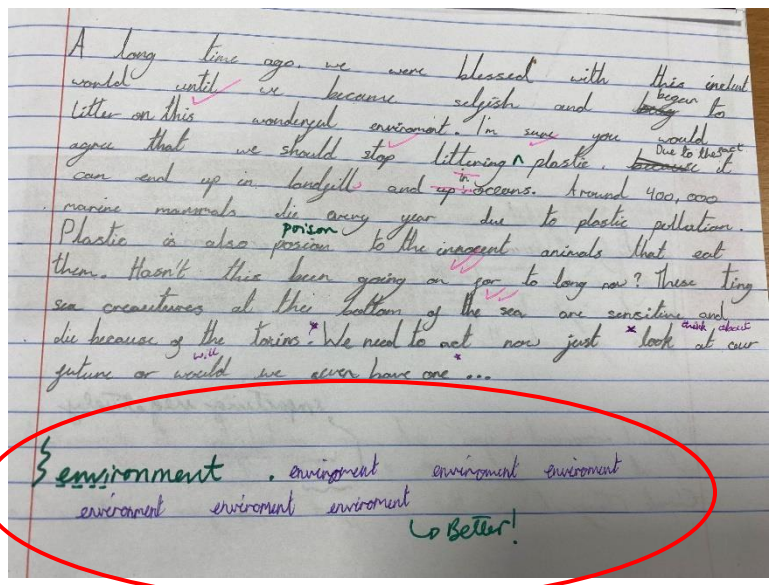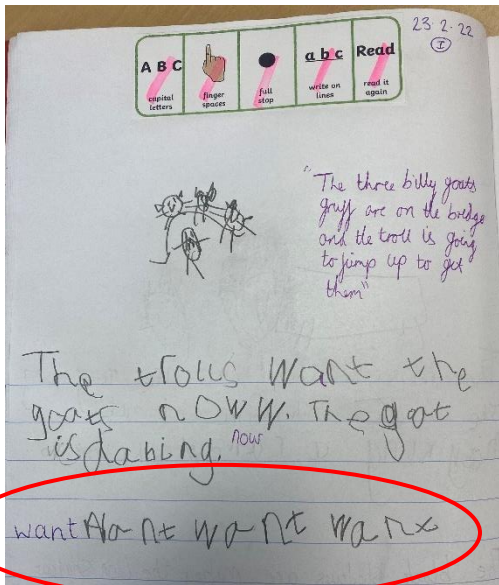
Errors will be indicated by the teacher in green (optional colour) and pupils will respond to and correct these errors (purple pens are used in KS2).

Any developmental teacher comments for children to act on will be written in green pen (and an example of this will be highlighted in green in the pupil's work); pupils will respond to these. Although this colour is optional, we emphasise the quality of the feedback rather than the colour of the pen used to communicate the feedback.

Appendix 1 Classroom strategies (formative assessment) – Immediate feedback

Questioning is at the forefront of formative assessment. It is the key tool in responsive teaching, with evidence highlighting its role in securing strong pupil outcomes. Teachers need **feedback** from multiple pupils in order to gauge the success of their teaching. Rosenshine's research (2012) shows that effective teachers ask more questions from more students in greater depth; they check for understanding, involve all learners, explore thinking processes and misconceptions, and interrogate correct answers. This is how teachers uncover misconceptions and challenge pupils to deepen understanding.

Questioning takes many forms. We promote the following strategies:
- **Cold Call**: This is a 'no hands up', dialogic approach that keeps all pupils engaged. This makes feedback meaningful so that teaching is responsive to pupils' needs and levels of understanding.
- **Think, Pair, Share**: This allows all pupils to engage in a structured discussion that provides an opportunity to think generatively, share ideas and rehearse answers.
- **Whole-Class Response**: This allows the teacher to access responses from each and every pupil in order to get an overview of class understanding.
- **Probing:** By asking multiple, linked questions to a few pupils, teachers can promote deep thinking and allow pupils to make connections.
- **Process Questions:** By seeking out the 'how and 'why', teachers can develop pupils' metacognition, deepen their understanding and help them to evaluate their responses.
- **Hinge Questions**: These are key questions that allow the teacher to know whether a teaching point needs to be developed, or the class is ready to move on.
- **Blended learning**: Children will use forms of Artificial Intelligence based platforms (Reading Progress, Century, Times table Rockstars) to receive additional feedback on their attainment and progress.

Appendix 2 Talk frames suggestions that can be used during verbal feedback or conferencing

Motivational phrases to encourage children to recognise what's good about their work
- Let's take a look at what's good about this…
- I really like this idea, because…
- Ooh, that's a great way of…
- I hope you continue to use that.
- That's a brilliant idea. Any others?
- Why do you think I chose that one?
- Let's go for…
- Excellent. Now see if you can…

Phrases to encourage "magpie-ing" from modelling, examples and WAGOLLs
- Could you use…?
- Let's bank that one.
- You can magpie that from my example on the board.
- Jot some of these ideas down as we go along.
- Think back to _____ and save that.
- Make certain you jot that down somewhere to remind you to use it from now on.

Phrases to encourage looking more closely/ thinking/speaking further

- How else could you do this?
- What do you think would work?
- What might you do here…?
- Keep going.
- What else could we have?
- Just think about that for a moment.
- The first thought not always the best thought. Have another go.
- Push yourself. It's going to be much more powerful if…
- Now let's think about this…
- We could say/do …… but I think we could do better than that.
- Do you think we should say ….. or …?
- Can you say a little more about that?
- What is that most important thing that is needed here?

Phrases to encourage children to check and evaluate their work
- Let's just read that and see how it sounds
- Let's reread it and that may help you to do the next part
- Are you pleased with…?
- Can you spot…?
- Now what is needed…?
- Does it all fit together logically?

Phrases to add in extra challenges

- Now try…
- Now let's think about…
- What could we use to …?
- How could we make this more…?
- We've got ---------- what else do we need? What could follow? You tell me.
- How can we make _____ more interesting?
- See if you can get a list/diagram/table going now.

Keeping it pacy

- Quick! I need the next sentence/another fact/piece of information.
- You've done that – what's next?
- One minute to…