



Feedback Policy

Date of last Review	October 2023
Date for next Review	October 2025
School staff responsible for policy	SLT
Designated Governors/committee	S&C committee

Feedback Policy

Vision

Stocks Green Primary School believes that effective feedback enables pupils to make progress with their learning and can support them to become more effective in critically analysing and improving their own work. The school believes that the purpose of feedback is to encourage children to become independent learners, who are reflective and constantly seek to develop their knowledge and practice. The school also believes that it can be used as a vehicle to help pupils to develop a growth mindset. It recognises that feedback has an important role in celebrating pupils' successes and it can be used as a motivational tool for pupils. Therefore, the school believes that all feedback should be meaningful, manageable and motivating.

Stocks Green Primary School believes that there is not just one effective method for delivering feedback and that feedback given should change as pupils get older and more independent in their learning.

This feedback policy has been designed with all teachers using the EEF's 'Teacher Feedback to Improve Learning' guidance to inform discussions. The principals outlined below are meant to give broad brush stroke guidance that staff at the school will use and adapt for the age or individual needs of their class.

Verbal Feedback

The school strongly believes that the most effective form of feedback is 'in the moment' verbal feedback. This is because it follows the school's philosophy of being meaningful, manageable and motivating. Live marking and feedback allows staff members to address misconceptions at the point of delivery and to correct them before they become embedded. This also allows pupils to experience success through the support of the staff member and to become better motivated for future success.

Verbal feedback is given throughout the school. However, it is used as one of the main vehicles for improving pupil outcomes in Key Stage 1, as there is a recognition by the school that written feedback has minimal impact for pupils who are least able to independently read it.

Not all verbal feedback needs to be recorded in books as staff members are constantly giving feedback and the recording of this wastes learning time and opportunities for supporting other pupils. However, where more detailed feedback or support has been given, staff will record this using 'VF' in a child's book and often accompany this with a model for pupils to use to support independence at a later point. For example, if a pupil was struggling with how to exchange in a column method and a teacher supported them, they might record 'VF' and draw a column method with an exchange in the child's book to help them move forward independently with their learning.

Written Feedback

The school recognises that written feedback can also have an impact on pupil learning, development of independence and can be used as a vehicle to improve intrinsic motivation. However, the school is cautious of the impact on teacher workload and the cost benefit. The school strongly believes that more effective assessment for learning, lesson planning and preparation has a greater effect on pupils' outcomes. Therefore, the school does not stipulate

how much written feedback should be given or give a set form for how this is delivered. It instead sets out some universal guidelines to support teachers in delivering effective written feedback and a general pedagogical approach to feedback in different subjects, as recorded below.

The school believes that for any written feedback to be effective pupils need to be explicitly taught how to act upon it and use it to improve their own work. All written feedback should be moving children towards being able to critically analyse and improve their own work independently. As such, pupils need time to action any written feedback and see the actions they take as being valued. Teachers at Stocks Green dedicate lesson time or whole lessons to actioning feedback. Explicit modelling of how to engage with the feedback is also built into the learning sequence. For example, in an English learning sequence, a lesson will be given over for teachers to model metacognitive processes as well as analyse and improve a piece of writing alongside the pupils.

The school believes that any written feedback should be purposeful and have an impact on independence and pupil outcomes. However, as stated previously, it also recognises the importance of celebrating pupil success. Therefore, the school has created a list of marking codes to aid the speed of marking, developing independence of pupils as well as to celebrate success and enable teachers to quickly and easily assess pupil outcomes.

All written feedback is given in green pen. Where pupils are expected to respond to the feedback, this will always be undertaken in purple pen.

Peer and Self-Editing

The school believes that an important part of building independence is through the explicit teaching of self and peer editing skills. Through editing lessons, pupils are taught how to critically analyse their work or the work of others. Pupils can then either independently, or with a partner, edit and improve their own work. Peer evaluation is particularly useful as it provides children with opportunities to discuss improvements and how their work can be further developed. The school recognises that this will not be productive if it is not modelled to pupils. Time is given over in the learning sequence for effective modelling of this practice. To ensure that it is clear where pupils have edited their work, all editing and improvements are carried out in purple pen.

General Approach to Feedback for Different Curriculum Areas

The choice of whether to give verbal or written feedback is left to teacher discretion. However, general guidelines that outline our approach to different lessons were drawn up alongside the teaching team and are listed below.

Writing

In most writing lessons, the main feedback given would be verbal. Teachers and teaching assistants will use assessment for learning to identify individual or groups of pupils who require 'in the moment' feedback and will address misconceptions. Whole class feedback may be given in the next lesson or in a mini-plenary and may inform changes to the teaching sequence moving forward. Opportunities to teach children how to use written feedback and edit and improve their work or the work of others is carefully planned into the writing sequence. This explicit teaching is built on year by year so that children become increasingly independent.

Maths

In maths lessons, staff will 'helicopter' and live mark books. This enables staff to quickly identify pupils who need support and address misconceptions. As pupils become more independent, they may be taught how to mark their own work and whole class feedback will be used to address misconceptions or to investigate challenging questions. Where written feedback is given, pupils are given time to go back, look at previously marked work and implement any support or advice given.

Foundation Subjects

In most other subjects, staff will look to provide the majority of feedback within the lesson. Staff will look to address individual, groups or whole class misconceptions. Where written feedback is given, pupils are given time to go back, look at previously marked work and implement any support or advice given.

Presentation

Presentation should be in line with the school's presentation policy at all times and in all books across the curriculum. Children will be encouraged to take responsibility for checking and editing their work and ensuring that it is always presented to the best of their ability. Pupils are encouraged to take pride in their work and celebrate their success. Further information on expectations for presentation can be found in the Presentation Policy. <https://www.stocksgreenprimary.co.uk/policies/>

Marking codes

To aid teachers and decrease the time spent providing written feedback as well as support the developing independence of pupils, celebrate success and quickly and easily assess pupil outcomes, the school has created a list of marking codes. These codes will be used by all teachers, but may be more prevalent in different year groups – depending on the age, stage and development of the pupils.

Teachers will use marking codes to support increasing independence. For example, in Key Stage 1 a CL code might be written on a line next to where children need to check for missing capital letters. However, further up the school this might be written at the end of a piece of work so pupils know to independently search for missing capital letters and edit them.

To show pupils that all their work is valued and to indicate success, a tick is recorded next to the learning question to show that a pupil has achieved the intended aims of the lesson. This tick can also be used by teachers and subject leaders to quickly analyse pupil success rate and to plan future learning as a result of the outcomes seen.

Mark Code	Abbreviation for:	Context Used
✓	Learning Question Met	This is recorded next to the learning question to indicate to pupils, teachers and leaders that the child met the intended outcomes of the lesson.
P	Punctuation	This is used to show a pupil that a piece of punctuation needs either adding, removing or reviewing. This may be recorded in the margin to show the sentence that needs correcting or, in later year groups, at the end of the piece of work to indicate that they needs to review their punctuation.
CL	Capital letters	This is used to show pupils that capital letters either need adding, removing or reviewing. This may be recorded in the margin to show the sentence that needs correcting or, in later year groups, at the end of the piece of work to indicate that they needs to review their capital letters.
FS	Full stops	This is used to show pupils that capital letters either need adding, removing or reviewing. This may be recorded in the margin to show the sentence that needs correcting or, in later year groups, at the end of the piece of work to indicate that they needs to review their full stops.
SP	Spelling	This is used to show pupils that a spelling needs reviewing. This may be recorded in the margin to show the spelling that needs correcting or, in later year groups, at the end of the piece of work to indicate that they needs to review their spelling.
VF	Verbal feedback	This is used to indicate where detailed verbal feedback has been given to support a pupil. It would usually be accompanied by some form of modelling for a pupil to refer back to and to aid independence.
CVF	Class verbal feedback	This is used to indicate where whole class verbal feedback has been given It may be written by staff or pupils and would usually be accompanied by pupils editing, improving or adjusting their work based on the class verbal feedback given. It could, therefore, be in either green or purple pen.
S	Support given	This is used to indicate where work has been completed with the guided support of a member of staff. This may involve working one to one with a pupil or with a group.
I	Independent work	This is used to indicate where work has begun to be completed independently, following a period of support. It would not be routinely used on all independent work.
	Question to rethink about or area for development	A circle is used to indicate a question that needs reconsidering. Pupils will then be given time to re-answer or consider the question and edit their answer using purple pen.

Spelling

Where a child needs to review a spelling, they will either use a dictionary, word mat or other editing tool to support them. The use of these will be explicitly taught during a learning sequence. Where a spelling correction is provided by the teacher, the pupil will use their knowledge of the sounds within the word to break it up into syllables and sound button these.

This is following the school's approach to teaching phonics and spelling, using the Sounds Write system.

Praising Achievement

The school has various way of recognising pupil achievement. These are outlined in our school behaviour policy. Further to the standard methods for praising achievement, such as 'Well Done' and Headteacher Awards, teachers are given discretion to praise pupils using appropriate stickers, stamps and smiley faces within their books. These do not form part of the marking policy but are down to teacher preference and knowledge of what motivates their class and pupils.

Associated Policies

Assessment Policy

Teaching and Learning Policy

Presentation Policy

Behaviour Policy