

Shottery St Andrew's CE Primary School



This policy is underpinned by our school vision based on the scripture,
' Let your light shine before others, that they may see your good deeds and glorify your Father in
heaven.' Matthew 5:16

Feedback Policy

Date adopted by Governors:	July 2025
Date for policy review:	July 2026
Person responsible for review:	Headteacher
Signed by Chair of Governors	<i>[Signature]</i>



Shottery CE Primary School Feedback Policy

Aims

At Shottery St Andrew's CE Primary School, we recognise that feedback is an integral part of the teaching and learning cycle. It is through effective marking and feedback that children receive about their work that enables improvements and encourages further development. We are mindful also of the workload implications of written feedback, and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons

Key Principles

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 delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments.
- Feedback is a 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

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments where appropriate).

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Shottery CE Primary School, these practices can be seen in the following ways:

Type	What it looks like	Evidence (for observers)
Immediate	<p>Includes teacher gathering feedback from teaching, including mini white-boards, book work etc</p> <p>Takes place in lessons with individuals or small groups</p> <p>Often given verbally to pupils for immediate action</p> <p>May involve use of a teaching assistant to provide support or further challenge</p> <p>May re-direct the focus of teaching or the task</p>	Lesson observations/learning walks
Summary	<p>Takes place at the end of a lesson or activity</p> <p>Often involves whole groups or classes</p> <p>Provides an opportunity for evaluation of learning in the lesson</p> <p>May take the form of self assessment against an agreed set of criteria</p> <p>May guide a teacher's further use of review feedback, focusing on areas of need</p>	<p>Lesson observations/learning walks</p> <p>Timetables pre and post teaching based on assessment</p> <p>Some evidence of self assessment</p>
Review	<p>Takes place away from the point of teaching</p> <p>May involve written comments/annotations for pupils to read/respond to</p> <p>Provides teachers with opportunities for assessment of understanding</p> <p>Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</p> <p>May lead to targets being set for pupils' future attention, or immediate action</p>	<p>Acknowledgement of work completed</p> <p>Written comments and appropriate responses/action</p> <p>Adaptations to teaching sequences tasks when compared to planning</p> <p>Use of annotations to indicate future groupings</p>

Feedback Approaches

All work will be acknowledged in some form by class teachers. This may be through simple ticks (in green pen) or through the use of highlighted examples of work. Due to 'in the moment feedback' that has been given, there is no expectation for written feedback in books. A lengthy next step comment is not necessary as misconceptions will be addressed in the next lesson.

However, basic skills errors **must** be marked in pink pen, including spelling of high frequency words and statutory words, basic punctuation errors and grammar. Children should be given time to edit/improve their work using their purple pen.

Teachers are required to identify the successes and areas for development using the agreed procedure:

- Adults tick or write successes in green pen or highlight examples of work in green.
- Highlighting the learning Intention or title.
 - Where a child:
 - a. has achieved the L.I. and is well-prepared for the next stage in learning highlight in green.
 - b. needs further class practice to consolidate the L.I. highlight in yellow/orange.
 - c. requires further support highlighted in pink
- Pink pen is used by adults for all incorrect answers, misconceptions and/or basic skills errors to develop or to make written comments which will help the child improve their work.
- Children's marking, corrections and/or reflections are written in purple pen

Monitoring

Marking and feedback will be monitored by subject leaders and the SLT, through taking in samples of books and through lesson observation.

This policy will be reviewed regularly in relation to ongoing action research.