Feedback Policy

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Version Control

Version	Date	Author	Rationale
1	October 2020		Original
2	April 2022		Reviewed
3	March 2025		Reviewed

Vision

We know the extraordinary worth of all our children. Our vision is to grow children believing in their own value, their academic successes and their place in the wider family of school and community. We are all created in the image of God.

Statement of intent

Philippians 4:13

'I can do all this through him who gives me strength.'

Feedback provides opportunities to ensure that our pupils are supported to achieve, enjoy their success and to 'live life in all its fullness' in line with the Church of England vision for education.

Feedback lies at the heart of the learning process. At Christ Church Academy, we believe that effective feedback is essential in developing pupils metacognition and their ability to become self-regulated learners.

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The General Data Protection Regulation

This policy has due regard to all relevant guidance documents issued by the DfE in relation to statutory assessment and reporting. These are updated by the Dfe on an annual basis.

Roles and responsibilities

The **Local governing body** is responsible for:

- The overall implementation of this policy.
- Ensuring that this policy does not discriminate against pupils, in accordance with the school's **Equal Opportunities Objectives**

The **Headteacher** is responsible for:

- Ensuring that all staff implement the policy.

Definition

For the purpose of this policy, feedback can be defined as 'information given by a teacher to pupils about their performance that aims to improve learning.'

We are committed to:

- An approach that takes into account teacher workload. Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload.

- A research based approach. This policy is based on the EEF guidance report 'Teacher Feedback to improve pupil Learning and on research carried out by **Clare Sealy** and **St Mathias Primary School** published by 'Third Space Learning'. Research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research states that feedback can:
  - Focus on different content;
  - Be delivered in different methods;
  - Be directed to different people; and
  - Be delivered at different times.

Key Principles

- Teacher's should lay the foundation for effective feedback by providing high quality instruction (see our effective teaching and learning policy);
- Teachers should plan for how they will deliver feedback and monitor pupil responses whilst providing opportunities for children to use the feedback given.
- The focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Each lesson should end with an opportunity to reflect on their learning. This should be structured by the teacher and should aim to develop self regulation and not just task or subject knowledge. Feedback should empower children to reflect on their own learning.
- Feedback and next steps should be given at the point of learning where appropriate. Teachers should use their professional judgement to decide whether immediate or delayed feedback will have most impact on learning and this may depend on the needs of the task, the pupil or the class at a particular point.
- 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.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Types of Feedback

Feedback occurs at one of four 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. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished

4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

These might be seen as follows:

Type of Feedback	**Examples**	**Observable Traces**
Immediate Takes place in lessons with individuals or small groups	• teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support of further challenge • May re-direct the focus of teaching or the task	Can be observed as part of classroom practise
Summary Takes place at the end of a lesson of activity	• Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peer assessment against an agreed set of criteria • May take the form of a quiz, test or score on a game • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	Quiz results and analysis Record of whole class feedback Self-assessment and peer assessment may be visible in pupil workbooks
Feedforward: 'the next step is the next lesson'	• For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work. "Do now's" are analysed daily and errors and misconceptions addressed in subsequent lessons, in particular in maths.	Evidence in pupil workbooks of redrafting and correcting errors.
Summative	Test results Quiz results	Data – internal and externally reported.

Feedback might be focused on the task, subject or on self-regulation strategies.

Education Endowment Foundation

WHAT MIGHT THE CONTENT OF EFFECTIVE FEEDBACK LOOK LIKE IN THE CLASSROOM?

Effective feedback should focus on moving *learning* forward, targeting the task, subject, and self-regulation strategies. The examples given here also demonstrate that pupils need to be given opportunities to act on feedback; further guidance on this is given in **Recommendation 3**. These messages may be delivered via written or verbal feedback (and the method of delivery is likely to be less important than the content).

	Feedback more likely to move learning forward			**Less likely**
	Task *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.*	Subject *Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.*	Self-regulation strategies *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.*	Personal *About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.*
KS1 examples	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!'*
KS2 examples	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 "Iceni 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 use 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!'*

Guidance for teachers
Proof reading and editing in writing lessons

Most writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses. Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or badly at something, the teacher will make a note and use these in the lesson as a teaching point.

The editing lesson will be divided into two sections:
1. Proofreading: changing punctuation, spelling, handwriting and grammar mistakes.
2. Editing: Improving their work to improve the composition.

The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson.

The teacher will share extracts from pupils' work, using either a visualiser/airdrop or by typing out a couple of lines and displaying them on the interactive whiteboard, at first showing good examples of work. For example, within the proof reading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then asking

pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. Then they might share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proof read their work, checking for similar errors and putting them right. Children can sit in mixed ability pairs and support each other in the identification and correction of mistakes.

Within the editing section of the lesson, for example, the teacher might show a different couple of pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. Then in their pairs they read together each other's work, and suggest improvements, alterations and refinements which the author of the piece then adds – in green pen to help the teacher see what changes the child has made.

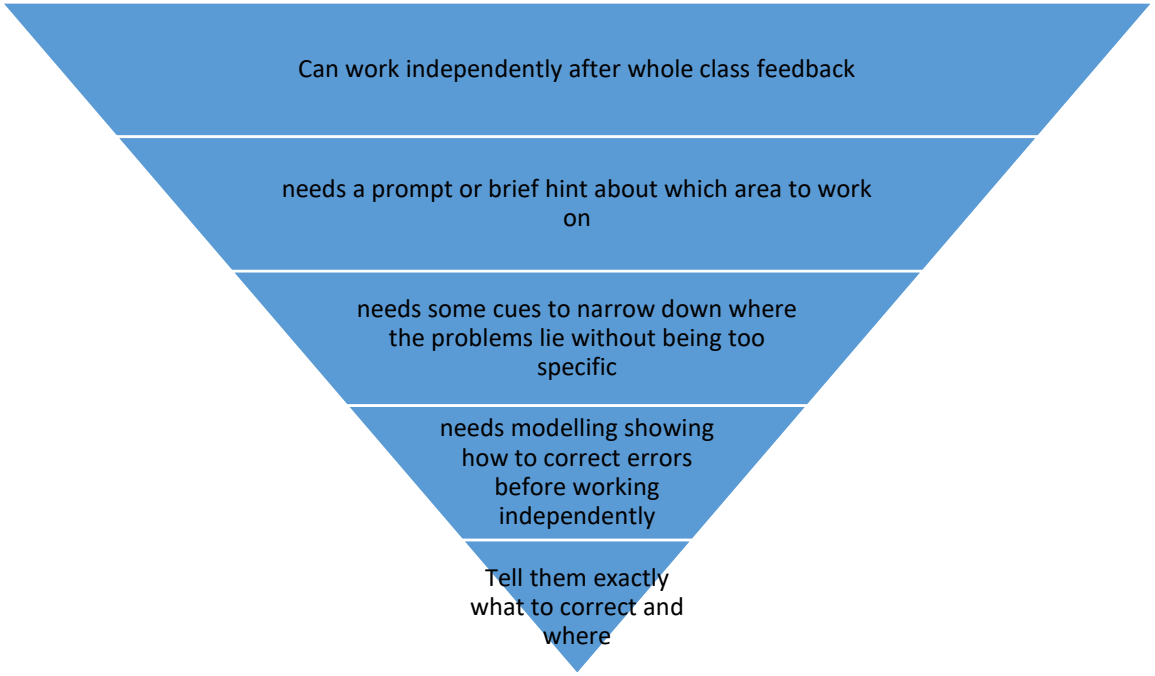
Intervening when children find editing hard

A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1 in particular may need more support as they learn to become more independent, although many young children are quite able to edit and proof read independently after teacher modelling.

As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. Some children may need a gentle prompt to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer – 'description' perhaps or 'ambiguous pronouns' or 'figurative language' or 'and then' with a cross through it. This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson. Others might need even more support and need to be provided with clues to help them. For example, the teacher might need to draw a box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumped or the same sentence structure over-used. Or they might need to write a comment at the end saying there are 8 run-on sentences or 5 instances of non-standard English.

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work modelling how to overcome these: for example, to clear up the confusion with apostrophe use. The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs. But what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

The strategic minimal marking triangle



Start out with the assumption that all children can work independently following teacher input and only increase intervention if necessary after they have grappled with it for a time.

Sometimes it is children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an ever better piece of writing might look like.

- Set group or individual challenges, “before you’ve finished editing, you need to have…”
- Use their work in modelling and then expect them to do the same.

Feedback in maths

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from the daily ‘do now’ sessions at the start of lessons in ks1 and lower ks2. This information should be used to revisit areas where learning is not secure within maths meetings. ‘Check its’ given at least 3 weeks after teaching a unit and end of unit tests also provide vital feedback to the teacher about areas that might need more teaching for certain individuals either in class or through an intervention.

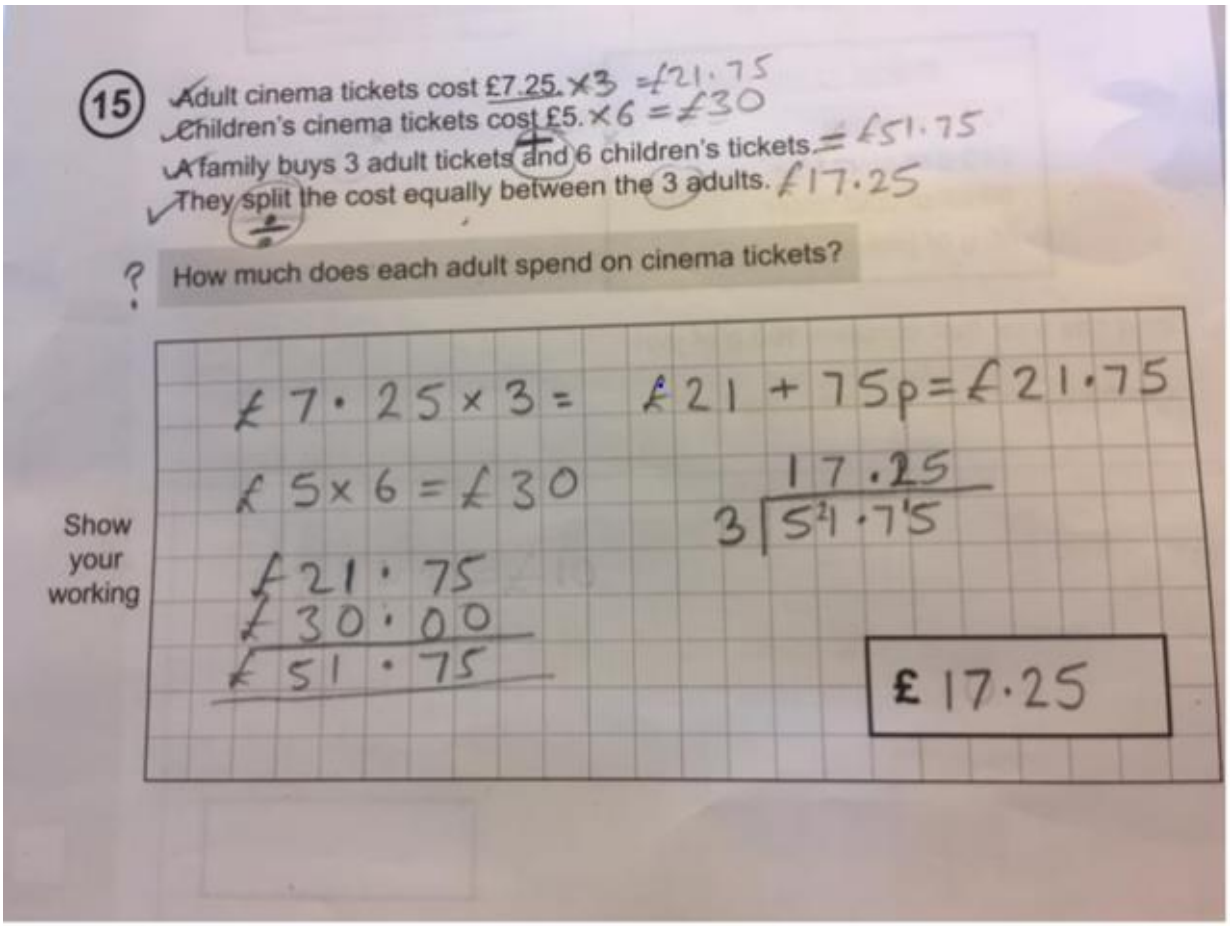
In terms of day to day maths learning, in ks2, teachers should have the answers to problems available, and after doing 4 or 5 calculations, children should check their answers themselves. That way, if they have got the wrong end of the stick and misunderstood something, they can alert the teacher immediately. Another benefit is that less confident children might want to start at the easiest level of work provided, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level. Another strategy teachers can use is to get children to compare answers in a group and where answers do not agree, challenge each other and try and find where the other person has gone wrong.

Where children are more confident, and finish their work slightly earlier than others, they can consolidate their learning by ‘marking’ other children’s books. When they do this, the crucial step is that they should not take their own book with them and just read off the correct answer. They

should do the calculations again – faster and possibly mentally – so in effect doing the work twice thus getting the sort of over-learning that leads to solid long-term retention.

The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Children need to be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt. When you think deeply about something, it is much more likely to get stored in your long term memory, available to be recalled at will. Daniel Willingham says 'memory is the residue of thought.' 1So as an alternative to providing the answers, teachers should sometimes use the visualiser to model ways of checking and then expect children to do the same, in effect 'proof reading' maths. So for example, children might repeat a calculation in a different colour and check they've got the same answer. For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should model how children can use the inverse operation to go and check they get back to where they started.

With 2 or 3 part word problems, a classic error is to give the answer as the first part of the problem and forget about following through to the second (or third) part of the question. Often, word problems are written with each instruction on a different line, a bit like success criteria. Again, using a visualiser, teachers should show children how to check work as we go, returning to the



question and ticking off each line –writing each answer alongside, being really clear we are answering the final question, having done all of the previous steps.

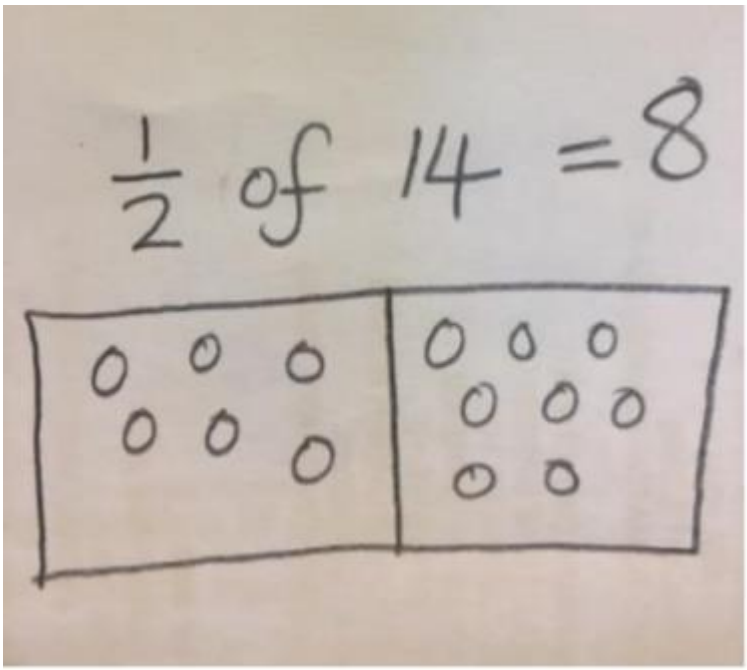
Where children have made mistakes, and are finding it hard to identify where they have gone wrong, a prompt sheet, shared with the class at the start of the lesson, can help. In effect, this is

just process success criteria, but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed.

Find my mistake (column addition)

- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Find my mistake (identifying fractions of shapes)

- Did I check all the parts were equal?
- Did I count how many parts the shape had been divided into?
- Did I write that number underneath the vinculum (remember denominator→down)
- Did I count how many parts were shaded in?
- Did I write that number on top of the vinculum (remember numerator →oN top)
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

It is important that the children move towards internalising what they are doing (over the course of several lessons) so that they no longer need a written checklist because they have their own mental checklist stored in their long term memory, which they are able to retrieve at will. Giving children work to 'mark' from fictitious other children, which includes all the common misconceptions, is a really good way of helping them develop this.