



COBHAM PRIMARY SCHOOL FEEDBACK POLICY

Member of Staff Responsible for the Policy: Jacqui Saunders

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What is feedback?

Feedback can take different forms: peer, self, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

1. Aims of Feedback

- To help pupils make progress;
- To provide strategies for pupils to improve;
- To give pupils dedicated time to reflect upon their learning and put in effort to make improvements;
- To inform our planning and structure the next phase of learning;
- To facilitate effective and realistic target setting for student and/or the teacher;
- To encourage a dialogue to develop between student and teacher;
- To encourage pupils to have a sense of pride in their work;
- To encourage pupils to aim for perfect presentation;
- To correct mistakes.
- Since the aims of feedback are focused on moving pupils forward, evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.

2. Principles

- Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;
- A dialogue, both verbal and written, should be created between teacher and child. When feedback is shared with pupils, it is essential to allow time for children to read the comments and engage with the feedback;
- Where appropriate, pupils should be encouraged to assess their own work against the learning objectives and success criteria;
- Peer and self feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher.
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.

3. Feedback in practice

We recognise the Education Endowment Foundation's recommendation to encourage teacher autonomy to exercise their evidence-informed professional judgement. The principles of effective feedback matter more than the methods through which it is delivered. Therefore, our feedback policy deliberately avoids specifying exact methods of delivery or precise timings or frequency for feedback. Our key principles for the delivery of feedback are listed below:

- Feedback should redirect or refocus either the teacher's or the learner's actions to achieve a goal. It should be specific, accurate and clear, and should encourage and support further effort.
- The majority of feedback given to pupils at our school is verbal.
- On occasions and where it is appropriate, children will receive some form of written feedback. This may include drawings, diagrams, symbols, ticks or short written comments (see Appendix 1). Other indications of written feedback in books

may be self-assessment by the child, including a RAG rating of the objective where appropriate, or peer assessment.

- Feedback may be given to the whole class, to specific groups, or just to individuals.
- Feedback should take into account the effort a child has made (being aware of children with SEN or EAL), and every piece of work should be treated with respect.
- Feedback should be consistent within the classroom and across phases, with teaching assistants and teachers giving feedback in the same way.

4. The three stages of feedback

At Cobham Primary School, feedback occurs at one of three common stages in the learning process.

- Immediate feedback (at the point of teaching). 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.
- Summary feedback (at the end of a lesson/task, or the beginning of the next lesson). This often involves whole groups or classes and provides an opportunity for evaluation of learning in the lesson. For most children, the 'next step' is usually the next lesson.
- Review feedback (away from the point of teaching). New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Our teaching staff do not assume that children have securely learnt material based on evidence drawn close to the point of teaching it. Feedback must sometimes take place at some distance from the original teaching input when assessing if learning is now secure. Review feedback provides teachers with opportunities for assessment of understanding, and may lead to adaptation of future lessons through planning, grouping or adaptation of tasks. Review feedback may lead to targets being set for pupils' future attention, or immediate action, may lead to specific catch up group work being planned, or may lead to children requiring a targeted planned Intervention.

5. The content of feedback

- Feedback is focussed on one of three things:
 - the particular task that a pupil has undertaken;
 - the underlying processes related to a specific subject;
 - or a pupil's self-regulation.
- We recognise that feedback is less likely to be effective if it provides a general comment about a pupil's characteristics.
- Task-focussed feedback: for example, telling pupils during an ordering task in maths that two items are the wrong way around and they should revisit the order and try again would be providing effective task-focussed feedback. Less effective (person-focussed) feedback would be to say, "I'm surprised you made this mistake - you're normally so good at maths."
- Subject-focussed feedback: for example, telling pupils during a piece of creative writing that they are using too many short, simple sentences and should try and use

a range of conjunctions to expand their sentences would be providing effective subject-focussed feedback. Less effective (vague and general) feedback would be to say, “Try and make your writing more interesting.”

- **Self-regulation-focussed feedback:** prompting a pupil to consider why their performance in a recent cricket game was less successful than a previous performance before asking them to use the feedback when practising would be providing effective self-regulation-focussed feedback. Less effective (person-focussed) feedback would be to say, “You normally play much better than that!”
- Alongside having a clear focus for our feedback, we recognise the importance of planning for how pupils will receive and use feedback, using strategies to ensure that pupils will act on the feedback offered. Pupils must be given the opportunities to re-do or re-draft a task, apply subject-specific knowledge and skills to a different task or practice a specific skill in either the same or a different context following feedback.

6. Feedback does not exist in isolation; it is rooted in the firm foundations of effective instruction

At Cobham Primary School, our teaching staff provide high quality instruction and deliver effective teaching as outlined in the curriculum policy. With a specific focus on feedback, teachers consider the following key principles in their planning and lesson delivery:

- Teaching staff build on pupils’ prior knowledge and experience.
- Teaching staff avoid overloading pupils’ working memory by breaking down complex material into smaller steps.
- Teaching staff encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills.
- Teaching staff deliver a carefully-sequenced curriculum which teaches essential concepts, knowledge, skills, and principles.
- Teaching staff use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations.
- Teaching staff are aware of common misconceptions and prepare strategies to counter them.
- Teaching staff plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning.
- Teaching staff adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all.
- Teaching staff provide pupils with tools and strategies to plan, monitor, and evaluate their learning.

7. Monitoring and review

- The governing body is responsible for monitoring the way this feedback policy is implemented.
- The Headteacher is responsible for the day to day organisation of feedback within school and that feedback is given in an appropriate way.
- Subject leaders monitor the way their subject is taught and assessed throughout the school.

- Feedback should inform future planning, and subject leaders need to be aware of the general progress of teaching methods and feedback throughout school.
- This policy has been agreed by the staff and will be reviewed in two years from September 2022.

Appendix 1: Marking codes and specific subject expectations:

Marking codes can be useful to indicate actions a pupil can take to improve their work. Marking codes will be used in some pieces of work, where they support children to make progress towards the learning objective. It is unrealistic for children to address every error in every piece of work, so teachers decide how the codes will be most useful, for example:

- A range of codes might be applied to a sentence / paragraph / section of the text.
- One code might be the focus of a specific piece of work
- Codes could be used for individual errors or to encourage pupils to think about how to edit their work in general.

Marking codes should be shared regularly with children to ensure they understand feedback given. Different codes are applicable in different Key Stages and teachers judge when pupils are ready for the next level of detail, complexity or challenge in their marking code.

Code	Meaning	Expectation
✓ (next to LO or with LO Met written next to it)	Indicates the learning objective has been met.	Should be used for every lesson. Where LO has not been met, feedback should be delivered in a way that will best enable children to progress towards meeting it. This may be verbal or written feedback and the response (i.e. progress) should be visible.
✓	Indicates a correct section of work.	Optional for use to indicate individual correct questions or tasks where appropriate.
AT	Action Task	Specific tasks that move learning forward and that pupils should have dedicated time to complete during the next lesson.
AT1	Action task that makes a correction	Action tasks specific to maths work that explain to children what each AT is for.
AT2	Consolidation question	
AT3	Moving on	
AT4	Using and applying	
Target	A specific target for a child to focus on in their writing	Tracked through Target Cards to support

	over several pieces of work	personalised development towards new skills.
	Finger space(s) has (have) been missed	In EYFS and KS1, visual codes can be used to prompt children to check for errors in their work.
	Listen to the sounds / sound out the word - a prompt for children who have not used phonic segmenting accurately to spell their words	They should be used when children have time to use them to improve their work.
ABC	Prompt to check for capital letters	They do not identify every error, but support children to make progress towards the Learning Objective. Misconceptions should be addressed with more detailed feedback.
.	Full stops	
	Write on the line	
	A prompt to use neat letter formation.	
P	Punctuation error	
CL	Capital letter omitted	Marking codes are used when children will have the time to review, reflect and make corrections or improvements. They do not identify every error, but support children in the editing process and/or help them to identify self-regulation strategies to prevent errors. Misconceptions should be addressed with more detailed feedback.
sp	Spelling error	
gr	Grammatical error	
^	Omitted word or phrase	
/	New line	
//	New paragraph	
	Check writing makes sense	
Vocabulary	Improve your word choice	
OT_	Indicates progress against a target on their target card	
	Try the question again here	

I	Independent work	Codes to indicate the level of support a child has had in completing their work.
S	Supported work	
VF	Verbal feedback given	For detailed feedback in class. Children may often receive verbal feedback without the notation, for example as whole class feedback or in brief dialogue throughout the lesson.
WCF	Whole class feedback	May be used to indicate a whole-class feedback point. Whole class feedback may happen without the code being used, for example during mini-plenaries or immediate feedback on common spelling errors.