



*Together we Love, we Aim High and we Celebrate!*

## **Feedback Policy**

This guidance should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

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Chair of Governors: Mr Peter Luscombe

To be reviewed: September 2027

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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## Background, Information and Research

This policy draws upon evidence provided by key organisations who have researched the impact feedback and marking has on children's progress.

The Education Endowment Fund published a report – 'A marked improvement' (May 2016) identified areas in which a marking strategy could be more effective:

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes

- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
- Grading work can reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of the teacher's comments.
- Time spent simply acknowledging that work has been seen is likely to be better spent providing specific information about how to improve, even if it means fewer pieces of work are marked overall; a simple mantra might be to mark less, but mark better.
- Pupils are unlikely to benefit from marking unless some time is set aside to enable them to consider and respond to feedback.
- Using targets to make marking as specific as possible is likely to increase pupil progress but teachers should consider the time benefit balance of their marking strategy.

The Independent Teacher Workload Group published a report "Eliminating unnecessary workload around marking' (March 2016).

The report gives a clear indication that if marking "does not have the desired impact on pupil outcomes it is a time-wasting burden for teachers that has to stop."

The summary findings are below:

- 1 Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.
- 2 Our starting point is that marking – providing written feedback on pupils' work – has become disproportionately valued by schools and has become unnecessarily burdensome for teachers. There are a number of reasons for this, including the impact of Government policy, what has been promoted by Ofsted, and decisions taken by school leaders and teachers. This is not to say that all marking should be eliminated, but that it must be proportionate.
- 3 The **quantity** of feedback should not be confused with the quality. The **quality** of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.
- 4 This report will help schools review their practice with the aim of **shrinking** the importance marking has gained over other forms of feedback and **stopping** unnecessary and burdensome practice.
- 5 Marking is a vital element of teaching, but when it is ineffective it can be demoralising and a waste of time for teachers and pupils alike. In particular, we are concerned that it has become common practice for teachers to provide extensive written comments on every piece of work when there is very little

evidence that this improves pupil outcomes in the long term.

- 6 There is also a cultural challenge here. In many cases the view is that you must spend hours marking to be a good teacher; that writing pages of feedback makes you more effective; and that there is a link between the quantity of marking and pupil progress. These are myths that need to be debunked.
- 7 There is no 'one-size-fits-all' approach. A balance needs to be struck between a core and consistent approach and trusting teachers to focus on what is best for their pupils and circumstances. With this in mind, the marking review group has developed specific recommendations for Government, Ofsted, employers, governors, school leaders, teachers and researchers, which can be found at the end of the report.
- 8 In summary, we recommend that all marking should be **meaningful, manageable and motivating**. This should be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DfE).

As point 8 indicates the principles of effective marking and feedback should ensure it is:

**Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

**Manageable:** marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.

**Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

In response to the Workload Challenge report Ofsted have clearly set out a clarification in the Spring 2015 Inspection Handbook:

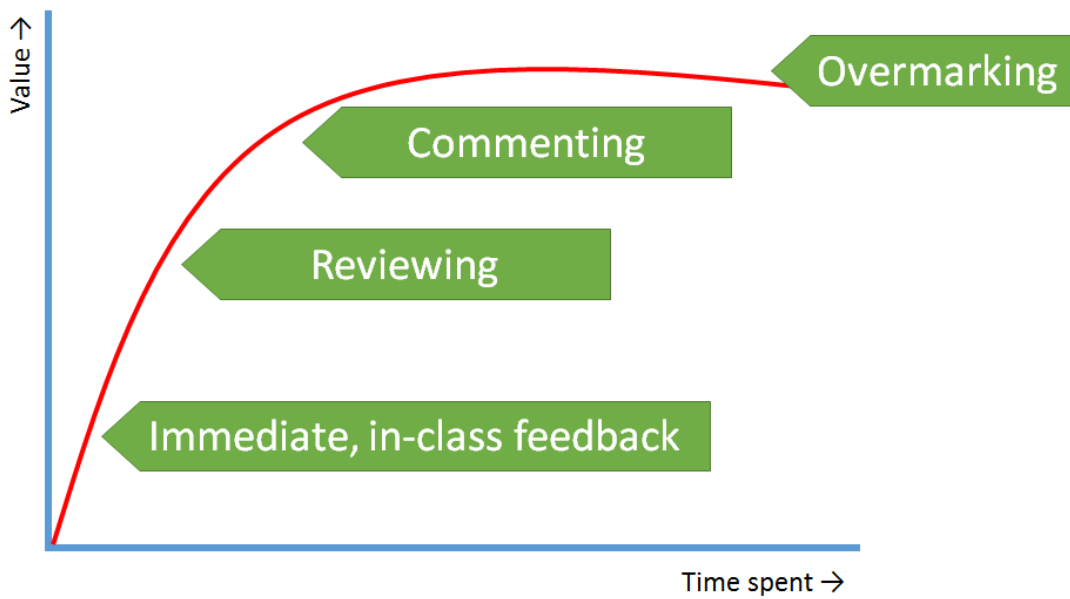
Ofsted **does not** expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

While inspectors will consider how written and oral feedback is used to promote learning, **Ofsted does not** expect to see any written record of oral feedback provided to pupils by teachers.

If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

# Law of diminishing returns



Feedback redirects or refocuses either the teacher's or learner's actions to achieve a goal, by aligning effort and activity with an outcome

## Feedback to Pupils

Using the key principles as a school, feedback will be evident as **‘Immediate’ within** a lesson and as part of the **‘Review’ process following** the lesson. It is our belief that effective feedback has to be as close as possible to the point of learning.

**In the light of the findings above and current good practice, Chilthorne Domer Church School has identified our Key Principles for feedback to pupils:**

### Key Principles

- The sole focus of feedback and marking should be to further children’s learning;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- 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; evidence collected in lesson observations should reflect this.
- 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 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. Some comments should reference effort, resilience and or/quality.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit and DfE working party recommendations to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

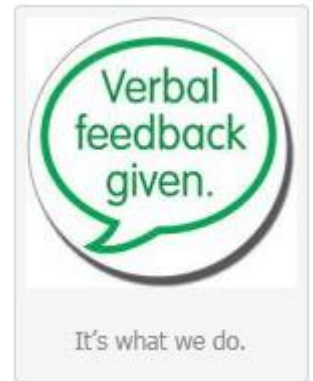
### How Feedback will take Place

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> </ul>
Review	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• Often involves whole groups or classes</li> <li>• In some cases, may guide a teacher’s further use of review feedback, focusing on areas of need</li> <li>• May involve written comments/annotations for pupils to read/respond to</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or changing of tasks</li> <li>• May lead to targets being set for pupils’ future attention or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback notes</li> <li>• Acknowledgement of work completed</li> <li>• Written comments and appropriate responses/actions</li> <li>• Adaptations to teaching sequences tasks when compared to planning</li> <li>• Use of annotations to indicate future groupings</li> </ul>

## Immediate Feedback

The most effective feedback is that given at the point of learning within a lesson. Verbal intervention by a teacher is integral to good practice and is an expectation for all teachers and teaching assistants within Chilthorn Damer Church School. This 'hidden' feedback may take a myriad of forms but may include:-

- *"Look at question 4 again."*
- *"Everybody stop... let's look at this again."*
- *"Have you checked for full stops?"*
- *"Check your own answers to questions 1 to 4 before you move on"*
- *"Are you sure...?"*
- *"Now, when we tried this yesterday..."*
- *"What would happen if...?"*
- *"Check your column addition."*
- *"Is there a better word than..."*
- *"Does that sentence make sense to you?"*
- *"How could you make this better / easier for the reader / more frightening / more precise...?"*
- *"Can you expand on that?"*
- *"Can you use mathematical / scientific / geographical language to explain that in more detail?"*
- *"Who got 34?"*
- *"What happens to the decimal point?"*
- *"Take another look at this paragraph / sentence."*
- *"Have you met all the success criteria?"*
- *"You tell me."*
- *"Ahem."*
- *Checking your answer with a partner*
- *Tapping on the book next to the missing capital letter*
- *A raised eyebrow*
- *A smile*
- *Placing a dictionary / thesaurus on the desk*



Such feedback redirects the pupil and may alter the focus of the teaching within the lesson.

## Review Feedback

Following the lesson, teachers will evaluate progress by analysing the pupils' outcomes. Individual, group or class **areas of need** will be recorded in the teacher's Feedback notes and in the children's books in KS1. This will be actioned in the next lesson. Adaptions to future planning will also be considered. (External Supply Teachers must complete a Feedback Form at the end of the day – See Appendix B).

Written annotations to pupils' work if needed, will be made according to need and age of the child and will be made in green pen. Please see Appendix A for more detail.

## Appendix A - Guidance for Written Annotations on Pupil's Work

### English

#### Key Stage 1 and 2

Children should be expected to complete editing activities which include spelling, grammar and punctuation elements. This will happen as close as possible to the activity and purple pens will be used.

KS1 Guided Purple polishing leading to independent purple polishing by the end of Yr2

Year 6 Independent Writing:

In Year 6, children are expected to produce a range of independently written pieces. Guidance from the STA states that independent writing should be:

*'Not edited as a result of direct intervention by a teacher or other adult, for example where the pupil has been directed to change specific words for greater impact, or where omitted punctuation has been indicated'.*

Following this guidance, in Year 6 the cycle of writing follows this pattern:

Grammar and spelling work related to specific genre.



Teacher models the writing and children gather ideas.



Children write independently using what they have learnt.



Children edit and improve\* their work in pairs using success criteria.

\*The editing sessions are very focused to ensure children reach their individual targets, however children are expected to be independent with their writing. During these editing sessions, children use writing checklists and may highlight specific features of their work in order to identify certain items on the checklist.

Teacher prompts in the margin will use the following codes (stickers are used in KS2 to remind):

- |                                 |                      |
|---------------------------------|----------------------|
| Sp – Spelling error on the line | VF – Verbal feedback |
| P – Missing punctuation mark    | Scr – Scribe         |
| CL – Missing capital letter     |                      |
| // – New paragraph needed       |                      |
| ^ – Omission                    |                      |
| ✓ – Correct response            |                      |
| . – Incorrect response          |                      |

The number of codes used should be proportional to the length of writing and ability of the individual.

This guidance applies to all written work, including extended writing tasks.

As above. In addition, the teachers and support staff will also use the signs:

SS	:	some support
S	:	support
GG	:	guided group
I	:	independent

Continuations of work are identifiable where a short date is presented in the margin from where they start.

Responsive teaching will occur when appropriate through repetition of letter formation, spelling etc. and will happen with a TA or a Teacher.

### **Maths**

Maths Learning Objectives will be taken from the White Rose Maths long term plans and will be highlighted as above.

### **Spellings**

Two – three common exception words, words relating to content and spelling patterns will be placed at the bottom of children’s writing for them to practice. As children move through the school, spellings will be given less frequently but expectation of finding and correcting incorrect spellings will be expected. Sp will be put in the margin.

### **Interventions**

Where children need significant further support in an aspect of their learning, they will receive an intervention.

This will be signaled (with the sub heading of intervention) in the children’s book with a date and will be found in either the child’s book or in an intervention folder.

### **Early Years Foundation Stage:**

Most of the learning in the EYFS is achieved through play where the children learn in a child-led approach, focusing on the prime areas of learning. In addition to this, we also use adult directed activities to ensure the children access a breadth and variety of knowledge that impacts on their early reading, writing and mathematical skills.

Development Matters, alongside the Early Years Statutory Guidance is used to support our school curriculum, assessing whether children are ‘expected’ or ‘emerging’ throughout the school year.

When ‘wow moments’ are achieved by the children, these will be recorded using the online Tapestry tool in school to celebrate significant leaps in their learning. Using Tapestry allows us to develop a united partnership with our parents, where they are also able to upload wow moments that occur at home, providing a holistic view of the child.

Throughout our curriculum, children will follow a progression of skills for a variety of areas, enabling adults to support children in their learning and identify where and what they need to learn next.

When recording in books is appropriate, activities will be marked in accordance with the KS1 marking policy, as stated above.

### **Other Guidance**

Longer written annotations should only be used to praise a child for effort, resilience or quality of their work.

Other comments should only be used if they directly impact on progress and the child has an opportunity to

act upon them. Teachers may wish to annotate work for assessment purpose only.

