



Old Hutton
C of E Primary School
Learning for life

Old Hutton Primary School
Feedback Policy

Approved by	
Name:	Nick Turley
Position:	Headteacher
Signed:	N.Turley
Date:	1.9.22
Proposed review date:	1.9.24

Purpose of feedback

The evidence from EEF (Education Endowment Foundation) and others suggests that effective feedback meets the following criteria:

- Redirect or refocus the teaching to ensure the goal is achieved
- Refocus the pupil to ensure the goal is achieved
- Be specific, accurate and clear
- Minimise vague comments
- Recognise effort and progress
- Provide specific guidance on how to improve
- Be targeted to ensure all pupils make good or accelerated progress

Core principles

- The sole purpose of feedback is to promote pupil progress
- Progress is aided as a result of effective feedback, there should be no suggestion that marking and feedback is an end in itself.
- Any written comments should be accessible to the children according to age and ability.
- The most effective feedback is that given at the point of recording by pupils. Therefore, it follows that feedback given during lessons is more effective in many cases than comments made after the lesson.
- Feedback should be given at the earliest opportunity so that it can impact on future learning.
- Where there is an extended piece of writing or where new skills are being used independently, there is a benefit to an in-depth marking of the work.

Three types of feedback

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 if necessary)

Type	What it looks like	Evidence (for monitoring purposes)
Immediate	<p>Teacher using whiteboards, questioning and circulating during independent work to gather assessment data.</p> <p>Takes place during the lesson with individuals, small groups or the whole class.</p> <p>Often given verbally for immediate impact.</p> <p>May redirect the teaching sequence or refocus the children on the learning and task.</p> <p>May include marking in books.</p>	<p>Lesson observations and learning walks.</p> <p>Speaking to pupils.</p> <p>Some evidence of marking in books.</p> <p>Evidence of progress and reduction in repeated errors over time.</p> <p>Timetabled pre- and post-tutoring for individuals as well as group catch ups.</p>
Summary	<p>Takes place at the end of a task or lesson.</p> <p>Often involves groups of children or the whole class.</p> <p>Provides an opportunity for evaluation and improvement of their work by pupils immediately.</p> <p>Self- or peer-assessment against agreed criteria.</p> <p>May lead to changes to the next lesson.</p>	<p>Lesson observations and learning walks.</p> <p>Catch-up interventions- recorded in books.</p> <p>Evidence of self- and peer-assessment in books.</p> <p>Evidence drafting and redrafting improvements.</p> <p>Annotations to planning.</p>
Review	<p>Takes place away from the point of teaching.</p> <p>May involve written comments or annotations for pupils to respond to.</p> <p>May involve whole-class feedback.</p> <p>Dedicated lesson time for pupils to action comments or hear and respond to whole class feedback.</p> <p>A balance of modelled examples, prompting and extending comments.</p>	<p>Written comments following the marking policy.</p> <p>Pupil responses to marking comments.</p> <p>Lesson walks and observations.</p> <p>Reflections in annotations to planning and different tasks in books matching those annotations.</p> <p>Changes in pupil groupings.</p> <p>Timetabled pre- and post-tutoring for individuals as well as group catch ups.</p>

	<p>Provides detailed AfL for teachers to use in intervention planning.</p> <p>May include targets for individual pupils.</p> <p>May lead to amendments to groupings, tasks or teaching sequences.</p>	
--	---	--

EYFS

In EYFS marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Written annotations
- Short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play or work

Key Stage One

In Key Stage One marking and feedback strategies include:

Symbol	Meaning
V/F	Verbal feedback given
Brick symbol	This will explain what the pupil needs to build on in the next lesson
✓	Correct/objective achieved/acknowledgement
G	Guided
I	Work completed independently

Key Stage Two

In Key Stage Two marking and feedback strategies include:

Symbol	Meaning
V/F	Verbal feedback given
Brick symbol	This will explain what the pupil needs to build on in the next lesson
✓	Correct/objective achieved/acknowledgement
G	Guided

In both key stages we use marking ladders for extended pieces of writing.

