



Church of England Academy

Feedback Policy

May 2022

At our school we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximize the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations and as a school we have also taken advice from feedback experts who have adopted and advocate this approach to marking and feedback.

Research shows that effective feedback should:

- Redirect or refocus either the teachers or the learners' actions to achieve a goal
- Be specific, accurate and clear
- Alert the teacher to misconceptions so that the teacher can decide the best way to give feedback to the pupil.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be meaningful, manageable and motivating.

Key Principles

1. Teachers think deeply about when feedback is given to pupils and how this will be shared with them.
2. Marking is manageable, meaningful, and motivating.
3. Feedback is provided through a task related to the objective and improvement focussed.
4. Marking and feedback are two different things, and teachers plan for how they are going to receive feedback from pupils.
5. EYFS, KS1 and KS2 marking, and feedback is appropriate for the stage of pupil.
6. Feedback tells a pupil what to do and how to do it and informs the teacher of what they need to plan next.
7. Whole-class rehearsal of prior learning is robustly practiced.
8. Teachers assess the understanding of the objective/key knowledge through their formative assessment throughout the lesson and look at any work produced to inform their plans for feedback.

Within these principles, our aim is to make use of good practice approaches 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 to adjust their teaching both within and across a sequence of lessons.

Lesson Planning

We ensure that our lessons are planned with the knowledge objective and end point clearly identified. Teachers planning is carefully sequenced so they can check for understanding and give concise and meaningful feedback to pupils.

What does feedback look like?

Careful thought should be given to how pupils receive feedback. Teachers implement strategies that encourage learners to welcome feedback and monitor whether pupils are using it. The main feedback strategies used are taken from the feedback menu.

Feedback menu

- planned feedback using the whole-class feedback sheet
- planned timely verbal feedback
- Same day support and feedback given
- adaptation of planning for following lesson, day etc.
- support identified for certain groups
- pre-teaching
- repeat
- re-test

Example of feedback tools taken from Walkthrus



Feedback sheet

All staff respond to the lesson using the feedback sheet. These sheets are used to assess the understanding of the class, groups of pupils and individuals. Staff reflect on the best way to offer

feedback to the children – this uses strategies from the feedback menu. The whole-class feedback sheet will be used to inform the next steps for pupils and teachers.

Live feedback

Live feedback is used during the independent practice part of a lesson, whilst children are applying their learning. The teacher circulates the classroom stopping by a pupil at a time to mark work done so far, give brief verbal feedback, pick up on pupils' misconceptions, correct mistakes as they happen and give next steps guidance.

Marking in books

Live marking is used to respond and action feedback to pupils. Teachers may decide that feedback is given through marking in a book where this is the most impactful to address the child's learning. There is no expectation to have marks in books with commentary and there should be no codes, stamps or other markings presented.

Role of other adults

If there are other adults working with a group of pupils or circulating the class, then they also contribute to the feedback given. They can follow the same feedback menu options but are more likely to give immediate feedback to individuals or model on a small board to address the misconception. The feedback option needs to be made explicit to the additional adult so that they know what they are expected to do.

Appendix I – Example Whole Class Feedback Sheet

Whole Class Feedback Sheet Date:

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

Appendix 2 – Marking and Feedback Principles explained

Marking and Feedback Principles

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Marking and Feedback Principles explained:

1. Teachers think deeply about when feedback is given to pupils and how this will be shared with them.

There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or planned feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.

2. Marking is manageable, meaningful, and motivating.

These three key principles of marking should be applied to the approach a teacher takes when using written marking in books. Marking in books should be completed only where it has meaning for the pupil and can motivate them to make improvements.

3. Feedback is provided through a task related to the objective and improvement focussed.

When a teacher considers the feedback that is needed for a pupil or set of pupils, then this feedback is shaped as a task or improvement to a specific area. The feedback should not be verbal feedback with no pupil participation.

4. Marking and feedback are two different things, and teachers plan for how they are going to receive feedback from pupils.

Marking is a written response within a book.

Feedback is a carefully considered task and improvement focus.

Teachers will also receive feedback from their pupils and how they are going to receive this feedback is well-planned so it can be accurately reflected upon.

5. EYFS, KS1 and KS2 marking, and feedback is appropriate for the stage of pupil.

EYFS are given feedback on their learning through careful planning of their next stages of development.

KS1 and KS2 are given feedback through the whole class, small group and individually planned tasks that address the next steps in pupils' learning.

KS2 has a deep mark of pupil's books once a half term to identify further improvement tasks.

6. Feedback tells a pupil what to do and how to do it and informs the teacher of what they need to plan next.

When feedback is being given, it should tell the recipient what they need to do and how they can achieve it. Teachers also receive feedback from pupils which is carefully planned and reflected upon.

7. Whole class rehearsal of prior learning is robustly practiced.

Teacher awareness of prior learning is important to establish the level which pupils are working at as there may be an assumption of learning that has taken place before a concept is introduced. Regular whole-class rehearsal of prior learning ensures that feedback to the teacher of pupil starting points is robust.

8. Teachers assess the understanding of the objective/key knowledge through their formative assessment throughout the lesson and look at any work produced to inform their plans for feedback.

There is an expectation that teachers look through all the books at the end of the session to ensure that feedback can be delivered back to pupils effectively. Some of these books may be marked due to live marking being in place.