



# Ancaster

Church of England Primary School

## Feedback Policy

### Vision Statement

*In the spirit of St. Martin, the Centurion Saint, we are a welcoming and inclusive community where every individual is celebrated. As we journey together through exploration and learning, our curriculum strives to promote local and global citizens who realise they have the power to change. Our high expectations for all, underpinned by our core Christian values of Wisdom, Courage and Respect, allow us to challenge everybody to be the best they can be.*

# *Be the Best You Can Be!*

*Wisdom    Courage    Respect*

Date policy last  
reviewed:

January  
2024

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Date of next review: January 2025

## Introduction

Our Feedback Policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- be specific, accurate and clear.
- encourage and support further effort.
- be given sparingly so that it is meaningful.
- provide specific guidance on how to improve and not just tell students when they are wrong.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, a working party of teachers at Ancaster has investigated alternatives to onerous 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**.

We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

## Key Principles

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback and marking should be to further children's learning.
- 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.
- 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 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.
- 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.
- When a teacher is marking 'extended writing', sign post marking is used to highlight next steps and for teachers to have clear evidence for writing assessments.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit 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.

## Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three 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. Review feedback – away from the point of teaching (including written comments, where necessary, to improve learning)

The stages are deliberately numbered in order of priority, noting that 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. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Ancaster, we have collectively agreed as a staff team that we will also ensure that there is a daily feedback session following the previous lesson and any review the teacher has undertaken to then plan the next steps.

### **Feedback Time**

Following a lesson, the Class Teacher (with information from other adults who may have contributed to the lesson) will evaluate the work undertaken to highlight any common misconceptions and identify areas of concern, celebration, pupils missing, those that have not completed enough work as well as areas such as presentation. This helps the Class Teacher to look for common themes that will then develop their scheme of work and ensure that the next lesson builds upon the previous learning.

Typically, the next lesson in the sequence starts with a 5-minute feedback session comprising of tasks that encourage pupils to edit, correct or improve their work in some way. The design of this session is not fixed as to allow teachers the opportunity to implement their own systems. When undertaking work on previous learning to up-level and improve, the children are encouraged to use a Purple Pen so that the revisions to the work can be seen.

The role of the teacher and other adults within the classroom during this time is to provide relevant feedback to the pupils and model/scaffold learning to further support.

A teacher may decide that the whole of the next lesson is to be dedicated to repeating work or revisiting prior learning. The decision to do this rests with the teacher.

In any instance, it is important that the children are briefed on what worked well, and what needs to be improved or developed both individually and/or as a cohort in a specific objective or programme of study.

### **Feedback within the Foundation Stage and Early Year 1**

At Ancaster, we feel that our youngest learners cannot comprehend written feedback thus wasting the valuable time of the adults; we have therefore agreed that verbal feedback will be the most common mechanism for providing feedback and as the children progress through Year 1 and become more competent with written presentation, the use of more formal feedback time and purple pens will be established and expected from Term 4 of Year 1 onwards.

### **Homework**

Homework is prepared to a high standard in our school and every effort is made to ensure that children receive tasks with additional elements of support built into the work sent home. We believe that the same principles set out above should be followed for homework. Homework does not need a written comment, it requires the teacher to evaluate the work and provide feedback to the pupil in a way that helps inform them of their success and areas for development. This may be done in the next lesson or before the next piece of homework has been given out.

**Marking Code**

We feel it is important that there are times where a simple marking code will help the Class Teacher, particularly when they are looking to make more summative assessment judgements.

For example -

S – Supported

I – Independent

P – Practical support

**Correction of Spellings**

Staff will correct up to three incorrect spellings in a piece of work. These will then be practised and corrected by the child into their book.

**Written Comments**

Teachers and Support Staff can write written comments that support the development of pupil learning. Pupils should be given time, during feedback time to take note of the comments and make any alternations needed to improve the work.

**Monitoring and Evaluating the Impact**

SLT, including Middle Leaders, will undertake regular book scrutiny opportunities to ensure that the children are being given the time to improve and edit their work as well as ensure that regular feedback is being given to all pupils across the school. Feedback will be provided to staff on how the pupil outcomes contribute to the overall sequencing of learning. Time to respond will also be a key feature of lesson drop ins and observation. Senior staff will also talk to pupils about the impact they feel that the feedback is having on their own learning.