# BORROW WOOD PRIMARY SCHOOL

## FEEDBACK POLICY

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| **Written by:** | Sue Maher | **Date:** September 2023 |
| **Last reviewed on:** | 2nd November 2026 by Natalie Bartlett | |
| **Next review due by:** | November 2027 | |

## 1.Rationale

**‘Feedback is one of the most powerful influences on learning and achievement.’**
(Hattie and Timperley 2007)

**‘Feedback plays a central role in securing student’s learning, supporting them how to deepen their knowledge and understanding or improve their performance.’**
(Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

**‘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.’**
(Report of the Independent Teacher Workload Review Group)

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know. Marking and feedback **in the moment** is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners. It is part of the Assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

For feedback to be effective **John Hattie** argues that it needs to be:

• clear, purposeful, meaningful and compatible with pupils’ prior knowledge, and to provide logical connections.

• directed at the right level, so it can assist pupils to comprehend, engage, or develop effective strategies to process the information intended to be learnt.

• combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how pupils should go about it (success criteria)

• occur as the pupils are doing the learning

• provide information on how and why the pupil has or has not met the criteria

• provide strategies to help the pupil to improve

## 2. Culture of Error:

At Borrow Wood, teachers create an effective climate for learning where children feel safe to make mistakes and therefore develop a growth mindset about receiving and acting on feedback. This links closely to our school ethos of BEST.

## 3. Principles

We believe that our assessment will be most successful when we remember the following:

- Oral feedback is as valuable as, often more so than, written feedback and we should shape our pedagogy with that in mind closing the gap between the two.
- The gap should also be closed between the teacher giving feedback, both orally and in the written form, and pupils self-assessing their own work and peers giving effective feedback.
- Peer and self-assessment done well takes careful training and scaffolding and is a skill that should be taught to children throughout the school.
- We should undertake written feedback that is selective, targeted and uses precise language.
- We should dedicate adequate time for pupils to act upon feedback.

- We should devote time to engage in dialogue with pupils to ensure they understand what they need to do to improve.

## 4. Our Approach to Feedback and Marking

### 4.1 Children's *writing* across the curriculum

| Type: | What it looks like: |
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| **Immediate – in the lesson** | We encourage as much feedback as possible to be carried out within the lesson. Teachers ensure that formative assessment takes place live, minute-by-minute, day-by-day. It is assessment that takes place while the children are still engaged in the learning. This allows the teachers to identify and address any misconceptions straight away.<br><br>Where it is required, teachers should comment on letter formation, neatness of handwriting and presentation of work to ensure that children understand the importance of presenting their work to a high standard. |
| **1-1/group/whole class feedback during lessons based on what children did in the previous lesson** | Teachers create opportunities during lesson time, later that day or the following lesson, to focus on misconceptions and errors, creating learning points through which children can improve a piece of writing.<br>Annotations will be made on planning to identify trends and next steps for subsequent lessons / provision changes to support teachers with tracking progress over time. Annotations will include specific focus children for feedback in the next lesson. |
| **Self and Peer Assessment** | Children are also encouraged to review their own or another child's work, and the teacher will support this process. This will ensure children are encouraged to assess their work and self-reflect at each step of the learning process.<br><br>**Metacognition**<br>Lessons will often contain opportunities for children to evaluate and assess their own work using metacognitive language.<br>When children assess their own writing, teachers direct children to use language-rich reflections to evaluate their progress and to understand their next steps. |
| **Marking – after the lesson** | After children have proof-read, edited and revised their work and handed it in, **staff will mark areas of strength and improvement with a green pen.** Staff may add a brief comment to explain what improvements are needed.<br>Symbols/stamps will also be used. (See Marking Codes in the appendix).<br><br>Children will then be given time to respond to this marking **using purple pen.**<br><br>Staff may give a written 'next step' in books **and there must be clear evidence that this feedback has been acted upon in subsequent pieces of work.** Time needs to be given for this to happen effectively.<br><br>Spelling<br>Where staff have indicated that children need to practise a specific spelling/spellings, children from Year 2 upwards will be expected to rewrite the spelling 5 times, **then write it within a sentence/sentences**.<br><br>Extended pieces of writing<br>After extended pieces of writing linked to our Writing Units in English, children in Key Stage 2 will be given extended periods of time to edit and revise their writing using **editing stations,** prompt sheets and focused support from teachers and teaching assistants. |

### 4.2 Mathematics

| Type: | What it looks like: |
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| **Immediate – in the lesson** | We encourage as much feedback as possible to be carried out within the lesson.<br><br>1.**Whilst teaching and circulating**, teachers use **formative methods to inform their assessment of pupils' understanding.** This may include: |

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| | • Questioning<br>• 'Show me' your answer ('Your turn' part of the lesson)<br>• Checking children's work and identifying and analysing mistakes (e.g. is it a 'simple slip' or lack of understanding)<br><br>2.**Teachers will give feedback throughout the lesson. Children's difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention.**This may take the form of:<br>• Precise and quick individual feedback<br>• Regrouping pupils depending on their needs and next steps and providing additional teaching and learning resources, scaffolds or models<br>• Strategic pauses in a lesson to provide clarification when common misconceptions have been identified<br>• Providing additional scaffolds to support independent learning<br><br>Where it is required, teachers should comment on number formation and presentation of work to ensure that children understand the importance of presenting their work to a high standard. |
| **1-1/group/whole class feedback during lessons based on what children did in the previous lesson** | All teachers create opportunities during lesson time, later that day or the following lesson, to focus on misconceptions and errors.<br><br>After each lesson, teachers will check pupils' work and then amend planning and sequences of lessons accordingly. The next lesson should be designed to take account of the next steps. |
| **Self-Assessment** | Evidence shows (Black and Wiliam 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on. (NCETM)<br>From Year 2 onwards, there will be some opportunities, when appropriate, for children to mark their own work, to check their calculations. Children use red pen to mark their own work. If a child identifies an incorrect answer, they try and solve the calculation/problem using a purple pen and **must show their working out.**<br>Note: All reasoning questions where children are required to write a written explanation will be marked by the teacher.<br><br>**Metacognition**<br>Lessons will often contain opportunities for children to evaluate and assess their own work using metacognitive language.<br>When children assess their learning, teachers direct children to use language-rich reflections to evaluate their progress and to understand their next steps. |
| **Marking – after the lesson** | Teachers check all work before sheets are filed away. Maths books are also scrutinised.<br>It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding. If errors demonstrate lack of understanding, teachers amend planning accordingly.<br>There may be times when the teacher decides that additional written marking is the best vehicle to enable progress.<br><br>Children may be asked to retry a challenge or answer a new challenge. When this is the case, children will be given time to respond and will do so using a purple pen. |

**4.3 All other subjects**

| Type: | What it looks like: |
|---|---|
| **Immediate – in the lesson** | We encourage as much feedback as possible to be carried out within the lesson. Teachers ensure that formative assessment takes place live, minute-by-minute, day-by-day. It is assessment that takes place while the children are still engaged in the learning. This allows the teachers to identify and address any misconceptions straight away.<br><br>Feedback is instant, continuous and ever-present.<br>Feedback is specific to next steps and provides clear pathways to success. |

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| | It is actionable learning dialogue and can take the form of:<br>• Precise and quick individual feedback<br>• Strategic pauses in a lesson to provide clarification when common misconceptions have been identified<br>• Focus-group feedback<br><br>Where it is required, teachers should comment on presentation of work to ensure that children understand the importance of presenting their work to a high standard. |
| **Whole Class Feedback – after the lesson** | For children who did not receive feedback in the lesson, teachers will look over pupils' work after the lesson.<br>If necessary, they will provide whole-class, group or individual feedback to children.<br><br>Teachers may adapt their planning based on assessment from the lesson. |
| **Marking – after the lesson** | There may be times when the teacher decides that additional written marking is the best vehicle to enable progress.<br><br>Children may be asked to retry a challenge or answer a new challenge. When this is the case, children will be given time to respond and will do so using a purple pen. |
| **Self and Peer Assessment** | Children are also encouraged to review their own or another child's work, and the teacher will support this process. This will ensure children are encouraged to assess their work and self-reflect at each step of the learning process.<br><br>**Metacognition**<br>Lessons will often contain opportunities for children to evaluate and assess their own work using metacognitive language.<br>When children assess their learning, teachers direct children to use language-rich reflections to evaluate their progress and to understand their next steps. |

**5. Learning Objective and Success Criteria stickers**

Teachers prepare Learning Objective and Success Criteria stickers for pupils for their written work. Teachers highlight these using a green highlighter pen to indicate that the lesson objective has been achieved.
Teachers use this information to forward plan and where necessary, build in time to support the children who have not yet achieved the learning objective.

**6. Special Educational Needs and Disabilities**

When marking the work of children with Special Educational Needs and Disabilities, we take into account the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback.

**7. Monitoring**

Evidence of impact will be gathered through informal learning walks, observations, book scrutinies, conversations with teachers and pupil interviews.

**Appendix 1**

## My teacher writes in green



✓ Well done!

Sp Spelling

● Oops, look again

P Punctuation

——— Have a look

G Grammar

VF Verbal feedback

T Marked against the TAF (writing only)

S Scaffold provided

Foundational knowledge marked first.
LO marked with a tick or dot.
Next step provided if appropriate.

## I respond to my teacher in purple



I self-assess with a smiley face against the LO.



Whenever you are acting on verbal feedback or doing a next step, always use a purple pen.