



Feedback Policy

Updated May 2021

Ponteland Primary School

Policy and Guidelines for Feedback

Rationale

We recognise that feedback is an integral part of teaching and learning and understand the power it has to drive pupil progress. In devising this policy, we have been guided by the research around effective feedback, both in terms of workload implications and in ensuring maximum impact on learning.

Our policy is underpinned by evidence of best practice from the Education Endowment Foundation which 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
- support the teacher to identify misconceptions so that these can be addressed in subsequent lessons
- afford pupils the opportunity to correct their own work, rather than provide correct answers for them.

Key Principles

- The sole purpose of feedback is to further children's learning.
- Feedback should improve the learner and not just the piece of work .
- Feedback should empower the child to take ownership over improving their work; it should not diminish this responsibility by the adults doing the thinking for the child.
- Children should receive feedback either within the lesson itself, through corrective teaching in the same day or in the next appropriate lesson.
- Written comments should not be routinely used to provide feedback, except for the very few children who are unable to locate their own errors, even after guided modeling by the teacher.
- The only audience for a teacher's feedback notes is the teacher themselves; there is no expectation of evidence for external verification. The only exceptions to this would be where there are concerns around performance and this would be discussed with the teacher or as part of the mentoring of NQTs.

Feedback in Practice

| Type | What it looks like |
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| Immediate | Takes place within lessons. Given verbally for immediate action. May redirect the focus of teaching. Can be as a result of questioning, live marking, self-marking or peer-marking. |
| Corrective | Takes place after the lesson, within the same day. Carried out individually or in a small group identified as |

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| | requiring extra support. Addresses misconceptions / provides extra practice or consolidation prior to the next lesson. |
| Next Teaching Steps | Takes place in the following lesson with time spent focusing on strengths as well as identifying and improving areas for development. |

English

Teachers will read through and tick each piece of work at the end of the lesson and using the template in their 'Notes for Feedback' books, identify common misconceptions and basic skills errors as well as areas of secure understanding. They will identify good examples of work to share in the following lesson. Armed with this information around secure learning across the class, misconceptions and basic errors, the teacher would then plan next steps for the next lesson which would support children to identify their own errors and mistakes and improve their work themselves.

Target stickers will be used in Key Stage 1 and Lower Key Stage 2 for extended pieces of writing to support the children to identify areas of the success criteria which they have achieved. Children in KS1 will tick / highlight the criteria they have achieved and teachers will highlight green examples of this in their work. Children in KS2 will underline examples of where they have met the success criteria. In Upper Key Stage 2, children will independently identify their areas for development as part of the feedback section of the lesson.

Maths

Teachers have the autonomy to judge how best to provide feedback in maths based on the teaching and learning within the lesson. Feedback will be informed by:

- live marking ('tick as you go' for correct / glasses for incorrect)
- self-marking
- peer-marking

Feedback may be verbal or may be provided in the form of a feedback challenge which would give children extra practice or an extension.

There is an expectation that there will be some teacher marked work in the maths books in addition to pieces of work which have been self or peer marked.

Foundation Subjects

Where a piece of in-depth written work has been completed, teachers will use the same approach as for English. Where work has been practical or is discussion based with informal recording, feedback will be given verbally throughout the lesson and/or live marked. This is at the discretion of the teacher.

Highlighted Titles

For maths, SPAG and foundation subjects, the title will be highlighted green by the teacher if the child has fully met the objectives for the lesson; it will be highlighted amber if a few errors have been made and the child needs the opportunity to cover the objective again; it will be highlighted pink if reinforcement of the objective is needed.