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# Woodside Primary School and Nursery

*Care – Aspire – Achieve*

## Feedback Policy

Mrs S Bloomer

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## WOODSIDE PRIMARY SCHOOL AND NURSERY FEEDBACK POLICY

At Woodside Primary School, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. The Department for Education (DfE) emphasises that marking should be: **meaningful, manageable** and **motivating**.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The EEF 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

For EEF recommendations see Appendix 1.

### Key Principles

Our feedback policy has a number of key principles:

- the sole focus of feedback should be to further children's learning;
- feedback enhances the learning sequence; we do not provide additional evidence for external verification;
- 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 children 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 all children in all lessons, facilitating progress;
- all children's work should be reviewed by teachers at the earliest appropriate opportunity so that it impacts on future learning.

Within these principles, our aim is 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 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 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)

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 children. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on reviewing completed work, the focus will often be on providing assessment information for the teacher to adapt future teaching (to incorporate any gaps in learning found into the next sequence of lessons).

A delicate balance of feedback has to be achieved. Children should receive a true impression of their achievements so far, through precise praise and specify where their learning needs to develop further in order to progress. This works best through immediate and summary feedback.

At Woodside, feedback can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
<b>1. Immediate (Responsive)</b>	<p>Takes place ‘in the moment’, within lessons with individuals, small groups or whole class.</p> <ul style="list-style-type: none"> <li>• Includes adults gathering assessment information, through observation during teaching, including: mini-whiteboards, book work, questioning etc. and identifying misconceptions accurately</li> <li>• Verbal feedback is clear and direct to children for immediate action</li> <li>• May involve use of an intervention/ gap task to provide support or further challenge</li> <li>• Respond and re-direct the focus of teaching or the task by providing further scaffolds or challenge</li> <li>• May include highlighting/annotations according to the Feedback Codes.</li> </ul>	<p>Lesson observations Learning walks Informal drop-ins Some evidence of annotations or use of feedback code/ highlighting Modelling on working wall</p>
<b>2. Summary</b>	<p>Takes place at the end of a lesson or activity to identify children’s understanding and misconceptions accurately.</p> <ul style="list-style-type: none"> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson (examples could be exit tickets, check point assessments)</li> <li>• May take form of self- or peer- assessment against an agreed set of criteria</li> <li>• In some cases, this may inform a teacher’s focus when giving review feedback</li> <li>• Information from summary feedback may provide gap tasks/practice patches, focusing on areas of need</li> </ul>	<p>Lesson observations learning walks Informal drop-ins Front-loaded (pre-) and post-teaching based on assessment Some evidence of self- and peer-assessment May be reflected in selected focus ‘review’ feedback (marking) Class Learning Journals (PSHE, Music and MFL)</p>
<b>3. Review (Marking)</b>	<p>Takes place away from the child, after the teaching.</p> <ul style="list-style-type: none"> <li>• May involve written comments /annotations for children to read and respond to (sharp and specific)</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of well-sequenced lessons through planning, grouping or change of tasks</li> <li>• May lead to next steps being set for children’s future attention, or immediate action</li> <li>• Information from review feedback may provide gap tasks/practice patches, focusing on areas of need that build and develop over time</li> </ul>	<p>Acknowledgement of work completed according to Learning Objective (LO) Written comments and appropriate responses/action Adaptations to teaching sequences tasks when compared to planning Use of annotations linked to feedback codes Class Learning Journals (PSHE, Music and MFL)</p>

For examples of feedback recommended by EEF please see appendix 2

## Feedback Codes

The following feedback codes are to be used during any type of feedback where appropriate:

✓	Learning objective partially met
✓✓	Learning objective met
ⓄPS	There is a grammatical error in your work
ⓄPS	There is a punctuation error in your work
G ⓄS	There are spelling mistakes in your work
	Tickled Pink – Successes linked to LO
	Green for growth - Next steps linked to LO
•	Error in maths

Feedback codes must be accessible to all children in the learning environment.

## Immediate, Summary and Review Feedback in the Early Years Foundation Stage

In the Foundation Stage (Nursery and Reception), feedback strategies include:

- Immediate and on-going oral dialogue with children about their play, work or Learning Journey to move the learning forward
- Summary verbal feedback following the completion of an age-appropriate task linked to development matters and/or characteristics of effective learning to include acknowledgement of successes and next steps
- Use of next step stickers to acknowledge achievements
- Learning Journey written annotations, short and narrative observations (Observe, Wait, Listen, Engage, Teach - OWLET)
- Learning Journey annotations of work and photographs by staff

## Immediate and Summary Feedback in Key Stage 1 and Key Stage 2

Immediate and Summary Feedback will have the greatest impact on moving the child’s learning forward within a lesson and sequence of lessons. The impact of this feedback will be evident during lessons, as adults move around the room and feedback in the moment; and as children produce their work, showing their responses in their work, therefore making progress.

### Self and Peer Assessment

Part of Summary Feedback may include Self and Peer Assessment

- Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement. This needs to be modelled by adults.
- When appropriate, children may self or peer assess. The teacher must always oversee the accuracy of the feedback given by the child and address any misconceptions promptly.
- Children to tick LO when peer/self-assessing

### Children’s Response to Immediate and Summary Feedback

It is expected that children must action Immediate Feedback within the lesson to move their learning forward. Responses to Summary Feedback can either be carried out at the time of the lesson or in subsequent lessons where appropriate in that sequence of learning.

**Feedback should ensure children know more and can do more, and whether the knowledge and skills they have learned are well sequenced and have developed incrementally (Ofsted, 2019). Children’s books should reflect this progression.**

### Review Feedback (Marking) in Key Stage 1 and Key Stage 2

Teachers must focus first and foremost upon the Learning Objective (LO) of the task. The emphasis should be on both successes against the Learning Objectives (LOs) for the child.

During review feedback (marking), teachers:

- Address misconceptions, that are not linked to the LO, through Immediate and/or Summary feedback (e.g. reminder post-it note)
- Address persistent basic errors with an intervention. Where this is most effective, adapted tasks will be seen in books and errors reduced.
- Model a high standard of handwriting with care and accuracy.
- Read the entire piece of work
- Mark in **black** pen
- Double tick the LO when it has been achieved
- If child has been supported, the adult must write code ‘S’
- Pink highlight (Tickled Pink) up to 3 examples, of where the child has shown success linked to LO and write a succinct, precise comment referring exemplifying the step(s) (if used) (e.g. Conjunctions – however)
- Green highlight (Green for Growth) to identify misconceptions linked to the LO and SoS (if used), to create a gap task/ practice patch where appropriate, to help the child to improve

### English (Grammar, Punctuation and Spelling)

Children are given the opportunity to identify and edit their own GPS errors. Avoid directly correcting misconceptions for the child.

Place ‘GPS’ in the margin, and circle G, P or S, that requires correction:

- children are to look along that line and edit the sentence accordingly
- encourage the children to use their editing skills where possible
- encourage the use of a dictionary, a thesaurus or a table mat to reinforce year group spellings
- For Key Stage One, the teacher can dot above the word, phrase or punctuation mark that requires editing, to guide the child. More able children should be encouraged to do this themselves.

For example:

Ⓞ P S	It was they’re they learned the fate of the wizard.
Ⓞ P S	You shall not pass cried Gandalf
G Ⓞ S	He rided the horse as fast as he could.

GPS must only be ‘Review’ marked during English lessons. During other lessons, GPS errors must be acknowledged using ‘Immediate’ feedback.

### Independent Writing

At Woodside, it is expected that the draft and final independent writing will be undertaken during ‘Phase 4 and Phase 5’ of the ‘Writing Cycle’ (refer to ‘English Policy’). Expectations of independent writing will vary depending upon the age and ability of children. Draft writing will most likely require **all three types of feedback** in order for children to show application and progress in their final /extended independent write.

Final independent writes should be reviewed (marked) against clear criteria – the skills that have been taught in that writing cycle whilst maintaining the continuous expectations that are built year on year.

Prior to 'data return' and mid-way through each half term, a final write will be reviewed (marked) using the Hales Valley MAT writing criteria in order to inform assessment and next steps.

### **Mathematics**

- Tick where work is correct
- A dot where errors have been made. Errors need to be addressed and corrected by the child (gap task)
- Challenge tasks to apply learning and develop depth of understanding

### **Children's Response to Review Feedback**

Children must:

- be given time before or at the start of a lesson, to read and respond to the feedback that has been written and complete any gap tasks or practise patches set
- corrections and edit in green pen (in all subjects)
- be encouraged to ask for clarification, if they do not understand a comment/ feedback code.
- be clear about what they need to do in their next piece of work, as a result of the feedback they have received, and follow this up during the lesson, sequence of lessons or be provided with opportunities to apply the skill during cross-curricular learning.

### **Other Subjects**

If review feedback is appropriate, written comments or highlighting must refer to the subject-specific LO.

**Feedback should ensure children know more and can do more, and whether the knowledge and skills they have learned are well sequenced and have developed incrementally (Ofsted, 2019). Children's books should reflect this progression.**

# TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

## Summary of recommendations



## WHAT MIGHT THE CONTENT OF EFFECTIVE FEEDBACK LOOK LIKE IN THE CLASSROOM?

Effective feedback should focus on moving *learning* forward, targeting the task, subject, and self-regulation strategies. The examples given here also demonstrate that pupils need to be given opportunities to act on feedback; further guidance on this is given in **Recommendation 3**. These messages may be delivered via written or verbal feedback (and the method of delivery is likely to be less important than the content).

	Feedback more likely to move learning forward			Less likely
	<p><b>Task</b></p>  <p><i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i></p>	<p><b>Subject</b></p>  <p><i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i></p>	<p><b>Self-regulation strategies</b></p>  <p><i>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</i></p>	<p><b>Personal</b></p>  <p><i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i></p>
<b>KS1 examples</b>	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	'Great work—you're brilliant at maths!'
<b>KS2 examples</b>	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features.  'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'

As some of these examples demonstrate, it can often be challenging to clearly demarcate the difference between feedback at the task, subject, and self-regulation level. However, teachers and leaders do not need to be overly concerned by this. These types illustrate the sort of feedback that may be effective, and the lines between them may be blurred. The key distinction to make is to ensure that feedback is directed towards the task, subject, and/or self-regulation—it is less likely to be effective if it provides a general comment about the pupil's characteristics.

This table is reproduced from Recommendation 2 in the guidance report: *Teacher Feedback To Improve Pupil Learning*

[eef.li/feedback](http://eef.li/feedback)

