



Feedback Policy

Reviewed – March 2022

For review – March 2024

"In everything, therefore, treat people the same way you want them to treat you, for this is the Law and the Prophets." Mathew 7:12

This policy has at its core, the above quotation and reflects the need for fairness and forgiveness.

At Keevil CofE Academy, we believe that feedback is an essential part of effective teaching and learning. We believe that feedback has the ability to unlock pupils potential and that if used effectively, can lead to accelerated progress. We acknowledge that feedback comes in a variety of forms and should be a regular and integral part of every lesson. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

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

We use feedback at school:

- To help pupils learn and remember more
- To recognise and reward children's successes, efforts and endeavours
- To provide strategies and direction for pupils to improve
- To give pupils dedicated time to reflect upon their learning and make progress
- To inform planning and restructure/adapt the next phase of learning in response to pupils' understanding and achievements
- To facilitate effective and realistic target setting for pupils and/or the teacher
- To develop pupils' sense of pride and scholarship towards their work
- To correct misconceptions and errors
- Promote thinking within the pupils, including deepening and connecting of ideas

Key Principles

Our policy on feedback has at its core several principles:

- **the sole focus of feedback and marking should be to further children's learning**
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided later
- feedback can be delivered in a variety of ways, as appropriate for the lesson content, outcomes, age and stage of pupils
- 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
- children should be given time, and support if necessary, to act upon feedback given, otherwise this will have no impact

Feedback and Marking in Practice at Keevil CofE Academy

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to enable them to further children's learning through adjusting their teaching and/or directing children to undertake specific follow-up work. Feedback occurs at one of three common stages in the learning process:

Type	When Carried Out:
Immediate Feedback	at the point of teaching
Summary Feedback	at the end of a lesson/task
Review Feedback	away from the point of teaching (this may include written comments where appropriate) this Review Feedback will be then used in future lessons

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, this will inform the teacher how to adapt future teaching and/or mean children complete specific actions to address misconceptions and further their learning.

At Keevil CofE Academy, these practices will be seen in the following ways:

Type	What It Looks Like:
Immediate	<ul style="list-style-type: none"> ○ includes teacher gathering feedback from teaching e.g. use of mini-whiteboards, book work, etc. ○ takes place in lessons with individuals or small groups ○ often given verbally to pupils for immediate action ○ may involve the use of TA to provide support or further challenge ○ may redirect the focus of teaching or the task ○ may include annotations, or additional questions
Summary	<ul style="list-style-type: none"> ○ takes place at the end of the lesson or the activity ○ often involves whole groups or classes ○ provides an opportunity for evaluation of learning in the lesson. ○ may take the form of self -or peer- assessment ○ in some cases, may guide a teacher's further use of review feedback, focusing on areas of need
Review	<ul style="list-style-type: none"> ○ takes place away from the point of teaching ○ may involve written comments/annotations/questions for pupils to read and respond to ○ may lead to feedback being given to the whole class/groups of pupil verbally or in other ways ○ provides teachers with more in-depth knowledge for assessment of understanding ○ leads to the adaptation of future lessons through adjustments to lessons (content, structure, etc), grouping or tasks

The approach to feedback used is task and subject dependant. Teachers chose from the strategies described above, according to what they judge will have the most impact on children's learning.

Marking Approaches

Work will always be acknowledged in some form by class teachers. This may be through written marking (tick and/or comment, etc) or verbal feedback.

Effective marking should be meaningful, manageable and motivating (*Eliminating unnecessary workload around marking, March 2016*). The quantity of marking should not be confused with the quality of marking, which is shown by what pupils learn as a result of the marking from their teacher. Marking should be efficient, so that it does not steal time that would be better spent on lesson planning and preparation. Neither should it result in an excessive workload for teachers.

Marking will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject/lesson/pupil or context. It will be the least frequently used form of feedback in most contexts.

Marking Codes


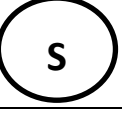




One way in which we aim to make marking efficient is through the use of colours and codes.

Tickled Pink: Demonstrates where a child has had success within a piece of work.

Pink Ticking /underlining/highlighting – shows a correct response or positive feature in the work

Growing Green: Demonstrates where a pupil should investigate and make corrections during Response To Feedback (RTF).

Green dots / underlining – show errors or aspects not fully understood.

Code	Meaning:
	Verbal feedback given during lesson
	Support given during task
	Next Steps in learning (for EYFS and KS1) to be completed in RTF
	Target in learning (for KS1 and KS2) to be addressed in RTF and future learning
<u>UNDERLINING</u>	Spelling mistake
	House point earned for great effort or quality of work
	Feedback given to whole class/group

Response to Feedback

Children should always be given the opportunity to respond to feedback given, in order to correct errors, address misconceptions, and move their learning forwards. This could be during the lesson if an Immediate Feedback approach is used, or at the start of a subsequent lesson following Review Feedback.

Children complete any RTF in **blue pen/pencil** so this is clearly identifiable to themselves and others, and the impact of feedback can be seen.

Teacher Evaluations

Teachers complete evaluations following lessons, on which they note common misconceptions and errors as well as children who have achieved particularly well. This helps to inform the planning of subsequent lessons – input, tasks, groupings, etc. They also provide valuable information and evidence when teachers are required to make summative teacher-assessment judgements.