

# Grove Wood Primary School

## Effective Feedback Policy

### Appendix to the Grove Wood Teaching and Learning Policy



#### The purpose of feedback is:

1. To help pupils reflect upon and improve their performance.
2. To help teachers understand how pupils have done in a lesson or task, in order to inform what or how they teach next.
3. To resolve misconceptions and move learning forward.

**Feedback should always be purposeful and should not be onerous.** Teachers should only ever record what is useful for the pupil or for themselves – marking should not be seen as a ‘job on the list,’ but an important part of the learning process and the appropriate amount of time should be allocated to do this. Pupils should be part of this process to ensure that they understand the feedback that is given and how to act on it.


#### What Ofsted say about marking and feedback:

*Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning. While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.*

#### The Grove Wood approach:

As part of ongoing planning, teachers will identify what they want pupils to know and be able to do as a result of any teaching or activity. This information will be used to inform whether pupils need further support to grasp or retain a concept or whether they are ready to move on, both in, and out of the lesson. Teachers should ensure that these opportunities are given sufficient time and importance within the lesson and this should be a routine part of practice in every aspect of school life.

Using EEF guidance to inform our approach, feedback at Grove Wood will be focussed in three ways:

Feedback more likely to move learning forward		
Task	Subject	Self-regulation strategies
 <p>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.</p>	 <p>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</p>	 <p>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.</p>

Feedback at Grove Wood will be delivered in three ways:

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)

Type of feedback	Possible mechanisms
Immediate feedback (at the point of teaching)	<ul style="list-style-type: none"> <li>• Verbal comments, live marking and use of a visualiser.</li> <li>• Quick redirection (explain), repetition (examples), scaffolding or challenge.</li> <li>• Use of peer/self-assessment strategies (e.g. success criteria check, editing, quizzing) during the lesson.</li> <li>• Corrections and improvements can be made in blue biro (adults) or purple polishing pen (children).</li> </ul>
	What this will look like: <ul style="list-style-type: none"> <li>• Purple pen edits and corrections or highlighting (not highlighting in maths) using visualisers.</li> <li>• Occasional blue teacher corrections/comments that move learning forward.</li> <li>• Evidence of misconceptions addressed immediately (e.g. corrected examples) or flexible groups, further examples or guided attempts during lesson delivery.</li> </ul>
Summary feedback (takes place at the end of a lesson)	<ul style="list-style-type: none"> <li>• Reflection on outcomes at whole-class or group level.</li> <li>• Self/peer assessment</li> <li>• Low-stakes quizzes or plenaries to check retention.</li> <li>• Identification of pupils needing extra support or deeper challenge.</li> </ul>
	What this will look like: <ul style="list-style-type: none"> <li>• Children's self-assessment (speech bubbles, placing books in the 'Got it' or 'More help' pile in KS2).</li> <li>• Evidence of reflection (highlighting, self-marking linked back to Knowledge note where applicable).</li> <li>• Completion of low- stakes quizzes to demonstrate understanding independently.</li> <li>• Teacher reflections or notes indicating next steps to be picked up in the following lesson for groups and individuals.</li> </ul>
Review feedback (takes place away from the point of teaching)	<ul style="list-style-type: none"> <li>• Teachers will have reviewed all books before the next lesson to identify strengths, misconceptions and presentation issues.</li> <li>• Whole-class feedback session planned to address common needs if applicable.</li> <li>• Individual written comments only where necessary.</li> </ul>
	What this will look like: <ul style="list-style-type: none"> <li>• In KS2, highlight in yellow where children have demonstrated their knowledge and vocabulary linked back to intentions and use of knowledge notes.</li> <li>• Written next steps in blue (only where required) to celebrate, to address or to challenge.</li> <li>• Reflecting and adapting planning for the next lesson, whole-class feedback, groups or individuals linked to the task, subject or self-regulation strategies.</li> <li>• Evidence of misconceptions being resolved in subsequent work.</li> </ul>

As much responsibility for assessment as possible should be transferred away from the teachers to the pupils themselves. Children should be taught to self-mark accurately and honestly and encouraged to do so as much as possible.

### Professional Judgement

Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil. The Learning question, age related expectation, prior attainment of

the individual pupil and the effort that they have put into a piece of work will always need to be considered when marking. Teachers must use their professional judgement when deciding how many corrections to feedback on, depending on the individual child's needs. How frequently and the most impactful type will also be decided by the teacher using their professional judgement. Teachers will be aware that stickers and stamps reward the efforts made by the pupils and does not take the place of corrections being made.

**Teachers are expected to know each individuals' strengths and areas of improvement in every subject. The most important part of this process is teachers identifying how they will feed information forwards so that misconceptions are evidently addressed and resolved in subsequent learning outcomes.**

The EEF research shows that feedback can be a very effective strategy for improving outcomes for pupils, when done well. Teachers will use their professional judgement to personalise and adapt the strategy so that it is meaningful and purposeful for every pupil in their class, while maintaining consistency with the school approach.

[Feedback | Toolkit Strand | Education Endowment Foundation | EEF](#)

### Monitoring

It will be the responsibility of the subject leaders to ensure that the agreed effective feedback policy is being consistently implemented within their subject across the school and that the policy leads in practice to more effective feedback, teaching and learning.

Opportunities for reflection are routinely built into the academic year for staff to compare their books with other professionals in their year teams, phase teams and as a whole school.

A key indication of whether marking and feedback is effective or not will be the standards and outcomes in the children's books. Presentation and children's pride in their work will also be an indication. A teacher should be able to justify the decisions they have made to their colleagues and talk through how they know they are having an impact (including adaptations to the learning) rather than relying solely on the feedback that is recorded in the book or moderating a colleague's books in isolation.

## Immediate feedback

- Oral/verbal feedback can be marked in blue if required or purple polishing
- May decide flexible groups or additional scaffolds being required
- Sharing high quality feedback with the whole class, groups or individuals and identifies excellent presentation
- Celebrating good work, picking out and analysing the key features using a visualiser.
- Live marking a piece of work to demonstrate strengths and areas for improvement using a visualiser
- Correcting of common basic errors— e.g. show a sentence/calculation containing the common mistake and ask children to identify the mistake and correct it
- Children self-assess against the learning intention/objective, success criteria and knowledge notes
- Children indicate whether they understand the learning or use of vocabulary by highlighting in yellow where they have demonstrated in the work
- Use of quizzing to identify next steps
- Self-assessment in What went well? And Even better if?
- Blue biro can be used for writing additional written comments or next steps, these should be linked to the Learning question.
- Review feedback may link back to the task, subject or self-regulation strategies
- Any next steps should be completed in blue biro.

n/b: It is important to give feedback when things are correct – not just when they are incorrect.

## Appendix 2

### Review Feedback in Practice:

The books are handed in at the end of the lesson and the teacher then checks children's work (whole class/groups/individuals).

During a book check, the teacher analyses the set of books to identify excellence, common errors and misconceptions which can be addressed within the 6 phases of the next lesson or sequence of lessons. A feedback session could address the whole class, groups of learners or even individuals. Written next steps may be used if a child needs more detailed feedback which cannot be given during the feedback session.

Teachers consider the following to support them when analysing books:

- Praise to share with learners
- Who has not met the learning outcome or exceeded it
- Common misconceptions to be addressed
- How planning will be adapted as a result
- Monitoring the quality of presentation

A short feedback session could be used in the next lesson, or to build into longer term planning going forwards.

- Addressing common misconceptions in knowledge or understanding from previous lesson through a consolidation activity.

- Drawing attention to common spelling errors e.g. Common exception words / statutory word lists / taught spelling rules
- Modelling key handwriting misconceptions or presentation issues
- Children responding to the feedback given (e.g. editing their work for errors / improvement in some other way / clarify a misconception). Purple pen or pencil should be used for this.

Where possible feedback focuses on improving children's knowledge and understanding not just improving their previous piece of work.

Teachers will use Whole Class Feedback as a key strategy for identifying and resolving misconceptions that arise through teaching. This will include teachers reviewing outcomes in lessons and books to help them understand which elements of the curriculum pupils need further support with and how future lessons can be adapted to address this.