

St Augustine's Academy



Feedback Policy

Approved by:

A handwritten signature in black ink, appearing to read 'G. Hegarty', is written over a white rectangular background.

Date: 22.10.25

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'Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.'

Matthew 5:16

Rationale

I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you. Psalm 32: 8

At St Augustine's Academy, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful of the research surrounding effective feedback (Education Endowment fund – EEF), the workload implications of written marking (DfE), and research from cognitive science regarding the fragility of new learning. Our policy is underpinned by their findings.

Principles

Effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal (EEF)
- Be specific, accurate and clear (EEF)
- Encourage and support further effort (EEF)
- Be given sparingly so that it is meaningful (EEF)
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them (EEF)
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons. (EEF)
- Be meaningful, manageable and motivating (DfE expert group)

Aims

At St. Augustine's Academy, we aim to:

- Ensure that the sole focus of feedback is to further children's learning
- Ensure that pupils know that their work has been reviewed by staff and is valued; as such, all pupils will have their work acknowledged in their books
- Provide feedback which empowers children to take responsibility for improving their own work
- Deliver instant feedback within lessons and post-lesson feedback during the next related lesson opportunity where it is most effective
- Deliver feedback that offers challenge, promotes deep thinking and encourages perseverance
- Use a range of assessment practices to identify the 'next steps' feedback required by pupils to help them make good progress
- Elicit feedback from pupils, in the form of pupil voice, to further assist with the future planning and adjustment of teaching and learning
- Revisit learning to ensure that knowledge and skills are fully embedded; provide further feedback as required

Presentation Guidelines to aid Feedback

- Pupils in KS1 and 2 will leave a blank line after each line of writing to allow room for editing.
- The date will be copied at the left-hand top line of the page.
- The title should be written (after a missed line). The title must clearly refer to the task and be helpful for future reference (as an aide memoire to knowledge and concepts) e.g. The Water Cycle; Adding -ing to a verb; How do Muslims live out their beliefs?
- The date and title should be underlined.

- In EYFS/KS1 pupils, pupils may be given a sticker with this information already printed on it.

Giving Feedback

Feedback is derived from the individual and collective evaluation and assessment of learning which takes place in lessons. The following types of feedback may take place:

- **Immediate feedback** – This takes place as children are learning during lessons. It often occurs as teachers work alongside groups of pupils, circulate the class and talk with the children about their work, and during mini-plenaries. Immediate feedback also occurs during the delivery part of the lesson when modelled learning is discussed and questioning is used to elicit pupils' understanding.
- **Summary feedback** – This takes place at the end of a lesson/task. It may be used to clarify general misconceptions identified during the lesson and praise efforts. Results from self or peer assessment that may have taken place in the lesson may be discussed.
- **Successive feedback** – This takes place during the next same subject lesson. Further teaching enables the children to identify and improve, for themselves, areas for development identified by the teacher upon review of work after a previous lesson has finished. Time for pupils to follow-up the feedback through editing their work must then occur. In some cases; especially in English Writing, feedback and editing may take a whole lesson.

Guidance for teachers

Immediate and Summary Feedback – Immediate and Summary Feedback are important elements of all lessons. In lessons, teachers must be either be: teaching, working alongside a group or circulating the class where they can discuss learning with individual pupils. Pupils should be encouraged to help themselves by using prompt sheets and seek support from peers to clarify learning misconceptions.

Whole Class Feedback - Following each lesson, and before the next lesson for that subject occurs, teachers must complete a 'Whole Class Feedback Sheet'. The sheet contains the following:

- Strengths (Learning Objective Related) and named examples (to view with the visualiser/IWB)
- Areas for development (Learning Objective Related) and named examples (to view with the visualiser/IWB)
- Basis Skills and named examples (to view with the visualiser/IWB)
- Presentation and named examples (to view with the visualiser/IWB)
- Vocabulary and named examples (to view with the visualiser/IWB)
- Misconceptions and Next Lesson Notes and named examples (to view with the visualiser/IWB)

Annotating Children's Work – When reading through children's work, the following annotations must be made by the teacher:

- A 'Yellow Box', marked with a highlighter, should be placed around a section of work that the child should focus on during the Feedback Lesson if applicable (e.g. for children with many errors throughout their writing so that the focus can be narrowed)
- High-frequency, year group specific and subject specific spellings should be highlighted with a yellow highlighter. Children should correct these by finding the correct spelling from classroom resources e.g. Word mats; dictionaries, subject work banks.
- For some children, it may be that they require spellings, for example, to be written for them so that they can then edit their own work. This personalisation will enable all pupils to be involved in improving their own work.

- A hand drawn star should be drawn next to the title for all pupils who met the learning objective for the lesson.
- A hand drawn arrow should be drawn next to the title for all pupils who have partially met the learning objective for the lesson.
- A hand drawn hand should be drawn next to the title for all pupils who were highly supported and specifically needed a 'helping hand' during the lesson.
- For 'Wow Writing' and extended, end of unit writing – marking using the Interim Framework sheets, and genre-specific success criteria, will be used. In depth written feedback must be given on the sheets and individual verbal feedback sessions must then occur between teacher and pupils (PPA time could be used for this as it forms part of good assessment practice.) In Years 2, 4 and 6, where Writing may be externally moderated; general written feedback should be given so that children can edit their own work. Individual, verbal feedback sessions should then occur between the teacher and each child.

Successive Feedback for all lessons involving Writing – The Feedback Lesson will encompass the following main elements

- Proofreading - Changing punctuation, spelling, handwriting and grammar mistakes. (Approximately 10 minutes)
- Editing - Improving work to better the composition. (Remainder of the lesson)

The teacher will share extracts from pupils' work, using either the visualiser or by typing out a couple of lines and displaying them on the interactive whiteboard, at first showing good examples of work. For example, within the proof-reading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then ask pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. Then s/he might share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proof read their work, checking for similar errors and putting them right. Children must sit in mixed ability pairs and support each other in the identification and correction of mistakes.

Within the editing section of the lesson, the teacher, for example, might show a couple of pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved and a teacher modelled example may take place. Then, in their pairs they read together each other's work, and suggest improvements, alterations and refinements which the author of the piece then adds – in purple pen to help the teacher see what changes the child has made.

Successive Feedback following all practical lessons

Teachers should use the 'Whole Class Feedback Sheet' but should exclude the boxes that are not relevant to the lesson e.g. Spelling. Pupils should work to improve their Art, DT work etc. following the feedback given. Some lessons e.g. Maths Box, Literacy Box, SELF, do not require a feedback sheet to be completed as feedback will be immediate during the lesson. Feedback sheets may be used for assessment purposes in these cases (as with all other subjects). Feedback sheets may be used across a succession of lessons.

Feedback in Maths

In Maths, the onus is always on the learner to check their work and to try to identify their errors if they have an answer wrong. During Maths lessons, answer sheets should always be available so that children can self-mark their work. Children should check their answers after doing a couple of questions so that they can alert the teacher if they have a misconception. They could also seek help from a peer or use available classroom resources such as prompt sheets to help themselves.

Teachers should model good 'checking' and teach strategies to help pupils check their work for errors using deep thinking and strategic methods. They should be taught how to 'proof-read' Maths. E.g. when checking the perimeter of a shape drawn on cm² paper, children should mark off each cm line as they count them to ensure that none are missed or duplicated; the use of the inverse operation should be taught for checking calculations; adding numbers in a different order helps identify errors; ticking off elements of a 2 or 3 part question as they are completed helps to ensure all parts of the question are answered. Giving children work to 'mark' from fictitious other children, which include all the common misconceptions, are a really good way of helping them develop the skill of 'checking'.

Where children are more confident, and finish their work slightly earlier than others, they can consolidate their learning by 'marking' other children's work. When they do this, the crucial step is that they should not take their own book with them to read off the correct answer. They should do the calculations again – faster and possibly mentally – so in effect doing the work twice. Verbalising helps to further deepen their understanding.

Weekly skills lessons are a valuable tool for identifying pupils' misconceptions and knowledge gaps; these areas are where further teaching is needed.

The 'Whole Class Feedback Sheet' should be used for all Maths lessons.

EYFS Feedback – All feedback in Early Years must be immediate. The hand, arrow and star symbols are to be used as in Years 1 – 6. The yellow highlighter should indicate areas for immediate improvement e.g. the formation of a letter or a spelling. For 'Wow Writing', the Early Years Outcomes must be used for assessment.

Editing – the road to pupil independence

It is important that teachers start with the assumption that, following whole class feedback, each pupil can then edit and proof-read their work independently. The amount of input that a child then has should be based on individual need when a pupil demonstrates that they are unable to succeed without additional support. At all times, the 'Strategic Minimal Marking Triangle' should be followed (see below) and the prime goal should be pupil independence. Error identification should always be minimal; pupils need to find their own errors rather than the errors being pointed out for them.



<https://impact.chartered.college/article/sealy-formative-assessment-learners-teachers/>

References

Edgewood Primary School – Feedback and Marking Policy

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