



*Together, we nurture the seeds for  
success!*

# Feedback Policy

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## Feedback

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should always aim to produce an improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written (marking), or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Research shows feedback can have very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important that we strive to make our feedback strategies effective.

Effective feedback practice tends to:

- Be specific, accurate and clear
- compare what a learner is doing right now with what they have done wrong before
- 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
- be supported with effective professional development for teachers

## Different types of feedback

It is vital that teachers assess and evaluate the work that children undertake in lessons, and use information obtained from this to respond to the needs of their children and adjust future teaching accordingly.

Feedback at Foley either occurs during the lesson in the form of in the moment feedback or following the lesson in the form of written feedback. We place greater value upon in the moment feedback as feedback provided closest to the point of teaching and learning is likely to be most

effective in driving improvement in learning, especially for younger children. As a school, we place considerable emphasis on the provision of in the moment 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). To support school wide consistency and make teacher comments clear, all written feedback done either during or after the lesson will be written in green pen.

### In the moment feedback

Feedback may be provided to whole classes, groups or individual pupils within a lesson. This will mainly be verbal. However, teachers and support staff are encourage to provide written feedback through the marking of questions and highlighting of work throughout the lesson. In EYFS, the vast majority of feedback to children will be done verbally.

Whole class/group feedback may take place at the start of a lesson linked to previous lesson, during the lesson linked to success stars or identified misconceptions or at the end of a lesson as part of the review of the lesson. Sharing examples of children's work using a visualizer, iPad casting app or digital photographs can be an effective technique in the development of self and peer assessment as it can clearly exemplify areas of success and next steps. Staff will only use pupil work if agreed by the child themselves.

In the moment feedback to individuals within lessons will be short and snappy, praise positives as well as giving small, achievable next steps that can be acted upon immediately within the lesson. In maths, ticks will be used to indicate the correct answers while incorrect answers will be identified with a dot that will need immediate attention. Within English and wider subjects, green highlighters will be used to identify specific elements for praise, while pink and orange highlighters should be used to identify the part of the work that should be improved. Again this improvement should receive immediate attention from the child or followed up with a short period of time through SODA or other 'close the gap' activities. Small gap tasks can be set to practise a specific skill within pupils books, for example, letter/number formation, spellings or some additional fluency questions. When giving verbal feedback to individuals, staff should mark the work the **TP** to indicate a teaching point has been given. Verbal feedback will be evident over time through the improvement of work over time and pupil evidence that learning has moved forwards.

### Written Feedback

At Foley Infant Academy, we are mindful of the workload implications for teaching staff of excessive written feedback (marking), and acknowledge the emphasis placed on written feedback by The Department for Education (DfE) who state that marking should be: meaningful, manageable and motivating.

Written feedback can take place in the moment or following the lesson. As a school we agree that every piece of work should be acknowledged by staff. The learning focus will always be underlined in either pink, orange or green (see table below), answers will always be marked in maths, parts of work will be highlighted to show areas of success linked to the learning focus as well as areas to improve upon.

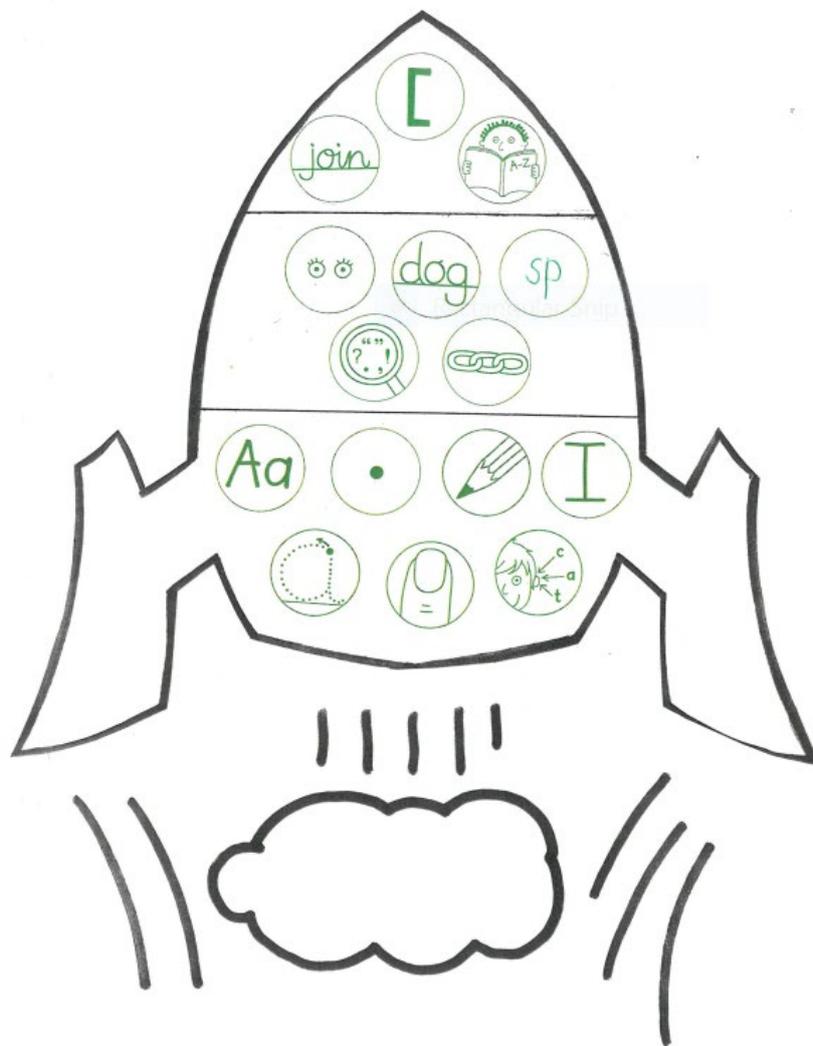
The assumption is that the majority of our children will need some support to complete tasks i.e. use of a word book/bank, framework for written sentences or other learning resources. It is understood that verbal feedback is regularly given in additional to any written comments/code.

A/S Adult Support - significant adult support (plus comment if appropriate)

U/A Unaided - no adult support but use of supporting resources eg. word bank

I/W Independent writing/work (with no resources/additional help)

Any incorrect answers will NOT be crossed or rubbed out, the important point is that the child learns from any mistakes. Number reversals will be indicated. These will be modelled by the teacher underneath for the child to practise (see the Improving Pyramid below). Mistakes in any written work should be enclosed in brackets with a single line through it and not crossed out or erased. In English, specific guidance when children become independent writers and so begin making spelling errors, teachers will choose up to 3 words from a single piece of work for correction. The words will be either high frequency words or words that are phonically decodable with graphemes already taught. These words will be underlined or highlighted in the text and then written correctly at the bottom of the page using editing key symbol to be copied x 3.



Written feedback upon work in EYFS is for the benefit of the teacher and informs assessment judgements and future actions in terms of provision at an individual and group level. Children are introduced to green and pink highlighters as the year progresses as well as the

Teachers/support staff who routinely cover lessons basis will be responsible for feedback given to the children in line with this policy and to the usual class teacher.

During the lesson, it is expected that all support staff will also provide in the moment and written feedback to pupils. Communication with the teacher is vital to ensure that feedback links to the learning focus of that lesson.

## Marking Codes

Marking Code	Meaning
Learning Focus underlined in green highlighter	Success with today's learning
Learning Focus underlined in pink highlighter	Lack of success with today's learning – more support required
Initials (if different from class the class teacher)	Shows which member of staff has given feedback
A/S U/A I/W	Adult Support - significant adult support (plus comment if appropriate) Unaided - no adult support but use of supporting resources eg. word bank Independent writing/work (with no resources/additional help)
✓	Correct answer
•	Incorrect where pupils have the chance to go back and correct – most likely to be in the moment
Underlined work in green highlighter	Reflecting success in today's learning
Underlined work in pink highlighter	Basic skills error linked to age and ability of child

## Gap tasks

Gap tasks are be short activities that could be done within a short period of time that reinforce or extend learning linked to the learning focus of the lesson. They will provide additional practise or challenge opportunities for pupils where a small amount of additional time in the lesson would have been beneficial. Gap tasks, if set, could be completed during SODA (**Start Of Day Activities**) or at the start of the following lesson. A maths example would be a reasoning question that wasn't accessed during the lesson or some additional fluency questions where the pupil found that aspect a challenge. In English, it might be a question such as "can you think of three different words instead of using said?"

## Staff response to assessment

At the end of each lesson, formative assessments will be made and used to inform next steps in teaching and learning. This may result in adaptations to future lessons (for example the use of recaps in maths), the use of SODA to reinforce key ideas and provide additional practice or individual/group interventions.

This assessment information may also be used to inform pupil assessments on the Teacher Assessment Frameworks (TAFs) accessed through Insights. It is important that teachers are confident that pupils are independent with each aspect before completing so that judgements made are accurate.

## Response to feedback

For feedback to have a positive impact upon the learning of the children, it is vital that there is a response by the child(ren) to the feedback provided. Where answers are incorrect in maths, children should be provided with the opportunity to correct their answers. This may require adult support if

the mistakes are as a result of conceptual understanding rather than simple errors. Where work is underlined in pink highlighter, pupils should respond with edits and corrections. Where feedback is in the moment the response should be immediate. Where feedback is post lesson, children should be given time to respond before or during the next session.

## Challenge and next steps

Good quality planning of teaching and learning will ensure that appropriate challenge for all pupils as well as suitable next steps. There is no need for the teacher to indicate in any form that next steps or challenges have been given or discussed. Evidence in the child's book will show that this has happened as part of subsequent lessons.

## Making feedback personal to children and staff

Feedback should always be personal to the child, group or class. When giving individual feedback staff should will use the child's name. Feedback should be given to praise/acknowledge effort as well as outcomes.

In EYFS, staff utilise stickers to provide clear positive feedback to pupils in all areas of school life as it reinforces the expectation within the setting for our youngest pupils. The use of stickers in EYFS will more plentiful than in Key Stage 1. Staff in Key Stage 1 may use stickers and stampers within pupil work to reward **only** particularly exceptional effort and/or outcomes. If work is of an exceptional standard, children should be sent to the Head of School for praise and a special sticker.

Children displaying exceptional effort and/or outcomes should be praised. This praise can happen in a variety of different ways such as:

- Being sent to the year group partner
- Being sent to the Head of School
- Work praised and shown to others in the class via visualiser, iPad application or digital photograph
- Work celebrated by being put on display
- Work celebrated via the school newsletter
- Work celebrated on school twitter account
- Special mentions in assembly
- Values VIP awards
- Message/phone call/email home