



WIMBLEDON PARK PRIMARY SCHOOL

FEEDBACK POLICY

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The importance of feedback

Feedback is essential to support pupil progress, build learning, address misconceptions and thereby close the gap between where a pupil is and where the teacher wants them to be.

Feedback is used to inform the next steps of the learning journey. When teachers check for understanding through methods such as targeted questioning or whole class responses, they decide if children are ready to move on with learning or whether any material needs to be re-taught.

Principles of Feedback

Our policy has at its core, a number of underlying principles

1. Before providing feedback, teachers should provide high quality instruction which includes regular checking for understanding
2. Feedback should be delivered at an appropriate time to move the learning forward
3. Careful thought is given to how pupils receive feedback
4. Feedback is a reciprocal process
5. Purposeful feedback can be verbal or written but must be time-efficient
6. Feedback should enable children to become more independent over time

1. High-quality instruction provides the foundation for effective feedback

In order to provide effective feedback, the learning intention must be shared and understood so that teachers and pupils know what they are aiming for. Teachers must assess where a pupil's learning gaps are by regular questioning to check for understanding in order to provide effective feedback. This may be carried out verbally through questioning and whole class responses and through carefully designed written tasks.

2. Feedback should be delivered at an appropriate time to move the learning forward

Feedback should focus on a specific learning gap identified by the teacher relating to the shared learning intention. High-quality feedback can focus on the task, the subject area and self-evaluation strategies (pupils assessing their own work against the learning intention).

A number of factors must be taken into account when considering when best to deliver feedback.

- a.) The task: Some tasks provide immediate feedback themselves e.g. when completing an online quiz set by a teacher or when a pupil might hear or see when they have made an error in music or art. Other tasks may not themselves reveal errors and therefore if misconceptions are not addressed, they may be remembered.
- b.) The pupil: Some pupils benefit from immediate feedback whereas others may benefit from delayed feedback. Teachers need to monitor the progress of pupils when completing tasks, assessing which children might be struggling unproductively (and may need to be steered in the right direction) and which pupils may be progressing well in which case, feedback may be distracting.
- c.) The class: Upon setting a task, a teacher may notice early on that a particular misconception has arisen across a large proportion of the class. If misconceptions are

widespread enough, teachers may opt to provide immediate whole-class feedback or re-teach that particular area of content.

3. Careful thought is given to how pupils receive feedback.

The feedback students are given needs to be clear, concise and focused. Feedback should focus on the task, the subject or self-regulation. If feedback is too detailed without a clear focus, pupils may feel overwhelmed and their working memory may be overloaded.

Pupils must understand the purpose of feedback for it to be effective. They should understand that feedback is not provided to find faults but because students can improve their work.

Feedback must be inclusive and accessible for all children in order for them to engage with it and to move their learning forward. Teachers must consider the language, content and how feedback is given to ensure that all children benefit from effective feedback.

A variety of factors influence whether pupils seek and welcome feedback. In order for feedback to motivate pupils and be viewed positively, they must trust it. This process relies on teachers forming positive relationships with the children in their class. The type of feedback given must match the student as different children will view feedback in very different ways. Feedback viewed as positive in tone by one child may not be viewed in the same way by another child. Some children respond negatively to what they view as criticism while others need to be challenged and pushed to encourage them to increase their effort and avoid becoming complacent.

Students should view feedback as a learning opportunity which helps to drive their understanding forward; therefore, it is important for teachers to strike a balance between feedback detailing areas of success as well as sharing specific areas for improvement.

The learning intentions that are shared are clear and concise so that they can be understood easily by children and achieved. As learning is broken down into small sequential steps, additional steps for success are not required. Learning objectives take the form of a printed banner that is glued into the children's books at the start of a piece of work. Teachers should use the following codes to assess whether the learning intention has been achieved:

- ✓ - Learning intention achieved
- PA - Learning intention partially achieved
- NA - Learning intention NOT achieved

In English writing, key objectives are stuck in the front of books and are dated once children have demonstrated that they are able to apply the skills in a piece of writing from spring term onwards. This process is helpful as an ongoing assessment tool for teachers to see where children have successfully applied a skill and also to identify skills that should be revisited or retaught.

4. Feedback is a reciprocal process

Once students receive feedback, teachers should provide opportunities for children to act on the feedback they are given. Rather than just commenting on work that has been finished, feedback impacts the future work that pupils will undertake. As Dylan Wiliam explains, effective feedback needs to be used as windscreen rather than a rear-view mirror – ‘a recipe for future action’ that impacts on the future work that a pupil will undertake.

Responding to feedback should be an active process for students. Responding to feedback activities are carefully planned and tailored to the pupils’ understanding and needs and scaffolded where appropriate to ensure that all children can benefit.

From Y1 upwards, pupils are taught to make specific corrections and edits to previous work. From Y4 upwards, pupils are encouraged to develop greater independence when acting on feedback by being ‘detectives’, trying to find where errors have been made and where these can be corrected. Teachers can signpost an area of work which requires editing or improvement by using an asterisk (*) in the margin in pink. Children may also be asked to provide more evidence to support a point that they have made by teachers writing an ‘E’ in the margin. Teachers may provide an opportunity for the class to collectively discuss feedback to explore, explain and clarify feedback and then complete similar tasks or problems with the feedback in mind.

5. Purposeful feedback can be verbal or written but must be time-efficient

Written feedback (including comments, marks or scores) is only one form of feedback. Research shows that written feedback often comes with significant ‘opportunity costs’ as it can be time intensive and therefore take teacher time away from the planning of lessons. Instead, written feedback must sit alongside verbal feedback with class teachers deciding which form of feedback is most effective.

Verbal feedback focused on the learning intentions can be used throughout a lesson to encourage thinking, address misconceptions and give reassurance. It allows for children to reflect on their learning and reconsider misconceptions at the point they have arisen. This ensures that these misconceptions are not retained and carried forward to the next lesson. Verbal feedback may also be delivered to a group of children as part of a small group intervention following the lesson where this is the most time efficient and practical way of delivering feedback. There is no need to note where verbal feedback has been given as this does not serve any real purpose associated with improving learning.

The vast majority of written feedback following learning should be given through marking codes and green/pink highlights (see below) in order for feedback to be accessible and consistent. Consistent use of marking codes in Reception and Year 1 and Years 2 – 6 results in more efficient marking that can easily be understood by children.

Written comments should only be used when these can be accessed, understood and responded to by a child independently. Children should be given dedicated time to engage with written comments and respond appropriately to ensure the process is effective. Written feedback should be legible and clear; adults should model a high standard of grammar at all times.

Written feedback may be light or hard depending on the purpose of the marking. Where pieces of work will be revisited by students, teachers will mark in more detail (hard marking) through highlights, marking codes and occasionally comments, showing children areas of improvement. If children are completing pieces of work purely for assessment purposes (e.g. end of unit assessments), teachers will only mark to support them to make own judgements (light marking).

In order to reduce teacher workload, children should be taught how to peer and self-assess their work with teacher oversight where appropriate. When children have assessed their work, a teacher should then review students' understanding and note any common misconceptions. This then should inform forward planning. Teachers should note on the banner at the top of the page if the children have met the learning intention.

Examples of Feedback

| <u>Verbal Feedback</u> | <u>Written Feedback</u> |
|---|---|
| Explain your method to me. Can you spot where you have made an error? | Partly completed example of calculation |
| Can you think of a more effective noun to use here? | Further examples to practise taught skill |
| Read the sentence back to me. Can you spot any verbs that are written in a different tense? | Completing cloze examples |
| Can you think of a more efficient method? | Modelled example to refer to |
| Why have you chosen to use these colours? What mood do they create? | Written example to correct errors or missed punctuation |
| Can you think of a more formal word to replace _____? | Highlighting certain parts of worked examples |

Green for Great and Pink for Think

In place of written comments, green and pink highlighters should be used to draw children's attention to areas of learning that are successful or areas for improvement. Green highlighting should be used to identify examples of where a child has achieved the learning intention. Pink highlighting should be used to show children where their work could be improved based on the learning intention or where a child has made a basic error e.g. in punctuation. Teachers should model how to respond to greens and pinks and build this into their lesson planning.

Spelling, Grammar and Punctuation

With the emphasis in the national curriculum on a very high level of accuracy and proficiency in the year group expectations for spelling and grammar, particular care needs to be taken giving precise feedback on these as well as creating follow-up opportunities for children to practise and embed the learning. The correct use of spelling and grammar is important across all areas of the curriculum. Children should be reminded that the accuracy of punctuation and grammar is vital to

be able to achieve any learning objective and therefore a focus on quality over quantity is essential.

High frequency words or words with a recently taught spelling pattern will be the main focus for feedback on spelling. Also, specific topic vocabulary that has been taught within the context of the lesson will be highlighted on the learning objective for the children to return to. From these categories, two or three key spelling words will be identified in pink if spelt incorrectly using the code 'Sp' together with the correct spelling written by the teacher in the margin. Teachers should be mindful not to identify too many incorrectly spelt words in children's work as this can cause children to become demotivated, particularly for children where spelling is an area of difficulty. Children should not be encouraged to use dictionaries to look up spellings unless they have been taught to do so and have a good grasp of orthography.

Whole-Class Feedback

Whole-class feedback is an effective tool to give students detailed formative feedback in a time-effective manner. This technique replaces the need to write individual comments which would only be applicable to one student for one piece of work. The process of whole-class feedback allows teachers to rapidly engage with the work children produce, providing comments that can have an impact on a large group of children.

When giving whole-class feedback, common areas of strength relating to the learning intention should be noted and shared with the children. This will help to reinforce that the children are being successful and also provides a prompt for the few children who are not yet successful in the target area/skill. It is also beneficial for exemplar pieces of work to be shared at this stage using the class visualiser as a basis for a discussion on what makes this work of a high-quality in relation to the learning intention.

When sharing areas for improvement in whole-class feedback, teachers should focus on a manageable list of common misconceptions relating to the focus skill and spelling or grammatical errors. When sharing these areas for development, errors should not be attached to individuals. Individual feedback may be appropriate if an error is repeated by an individual student. Teachers should be mindful when giving whole class feedback to ensure the flow of the lesson is not interrupted. When giving feedback, teachers should decide whether it is necessary to fully reteach the skill with further input or to allow children to edit their work based on comments provided.

As soon as the whole-class feedback is given, children should be given time to act on the feedback and make immediate improvements to their work. They should identify where in their work the common errors occur and where their work could be improved in line with the feedback given.

Examples of whole class feedback:

I can see that many children have used _____ which is excellent. Can you now think about how you could extend this further using _____?

How can we improve _____ using the key vocabulary we learnt _____?

Review your writing from today. Can you check you have used an _____ and _____ in each sentence?

Look at the example I have written. Name three things that make this a good example and check if you have applied this in your work.

6. Feedback should enable children to become more independent over time.

Feedback should be given with a focus on supporting children to develop over time. Children should develop an ever-growing capacity to produce excellent work, demonstrating their ability to successfully apply a taught skill. To support children in this, prompts and clues should be given as scaffolded feedback to allow them to take steps to improve their work independently. When teachers identify areas for improvement and guide children in how to improve their work, they encourage children to reflect on their learning and think carefully about what is needed to improve.

As students gain confidence through independent practice of a concept/skill, teachers should gradually reduce the detail in the feedback they give, allowing children to grapple with learning and how to develop before offering further feedback.

Once children reach Y4 and above, where appropriate a teacher may highlight an area of work for a pupil to review with an asterisk in the margin in pink. This will allow a student to be more independent by encouraging them to consider how their work could be improved.

Students should be encouraged to self and peer-assess as much as possible so that they generate their own feedback. When children can confidently provide feedback, this demonstrates a very clear understanding of the learning goal and what an exemplar piece of work showcasing this looks like.

Early Years

In the Early Years, children experience teacher feedback for the first time. Therefore, their experience needs to be positive, nurturing and meaningful.

Feedback should be introduced to children through whole class teaching. It should be presented to children as an integral part of how they learn and improve at school. Feedback should be an ongoing cycle through teacher narrative and modelling both through teacher and child led activities.

Children should be provided with specific, direct and manageable feedback so they learn that making mistakes and learning from them are part of a positive learning process. Children should be taught explicitly how to respond to feedback and praised for when they do.

Written marking should be carried out through using symbols (see appendix 1). Marking codes should be introduced individually and the use of them and how to respond should be regularly modelled.

Examples of how feedback to children in the Early Years:

Modelling how to tackle difficulties:

I can see you are finding it difficult to use scissors to cut around that shape. Look at how I am holding the paper to help me, can you try this too?

Modelling making mistakes:

Oh no, I have forgotten to leave a finger space. What can I do to help me remember next time? Can you show me the action that will help me? See it's good to make mistakes because they help us learn.

Modelling how to improve:

I noticed your tower of blocks keeps falling this down, that must be frustrating. What could we do differently time so it doesn't fall? (share 2/3 options for the child to choose from).

Summary

When?

- Feedback can only be given after students have a clear idea of what the learning intention is
- Feedback happens at all points of the learning process to ensure that misconceptions are addressed quickly and effectively
- Feedback should take place within a lesson but this will usually be verbal either to specific children, a group or to the whole class
- Between lessons, teachers should identify common areas of strength and areas of development and share these with children
- Teaching should not move forward until misconceptions have been shared with children and these have been understood

How?

- The majority of feedback will be verbal
- Written feedback will usually be through marking codes and highlighting of areas of strength or development (green and pink)
- Other written feedback should only be used if it can be acted on by children. It can be used as a scaffold to support learning or to address misconceptions
- Taught or basic spelling and grammar misconceptions should be highlighted in pink
- Whole class feedback is an effective way to give detailed feedback in a time-effective manner. This should consist of general successes and areas of improvement (based on learning intention)
- Children should be given time to digest feedback and edit their work accordingly

Why?

- Feedback is used to identify misconceptions and address gaps in knowledge so that learning can move forward
- If misconceptions are not addressed as close as possible to the time of learning, these misconceptions may be remembered and recalled

What will this look like?

- Most written feedback will be given as marking codes when these can be understood by pupils
- Written comments will be minimal and only used when they can be acted on
- Green and pink highlighting will be used to draw attention to areas of strength/development (with reference to the learning intention)
- Correct use of spelling and grammar will be a focus across the curriculum

Appendix 1: Marking Codes

Early Years/Year 1

Literacy: LOs, marking & 'pink practise' policy

| | |
|---|---------------------------------------|
|  | Write left to right |
|  | Correct letter formation |
|  | Using Fred Fingers and sounding out |
|  | Finger spaces |
|  | Can read their writing back |
|  | Provide red words needed for sentence |
| <i>As writing progresses (GD = Spring 2, AT/WT = Summer 1)</i> | |
|  | Full stop |
|  | Capital letter |
|  | Red words are no longer given |

Marking

Choose 1 or 2 things to focus on in each piece of work.

Use a **pink highlighter** to underline mistake (formation, spelling, finger spaces)

Do not put a vertical line in between 2 words to show finger-space error (eg the lcat). This leads to misconceptions where children begin drawing in finger-space lines when writing. Instead, just underline (eg the cat). We don't need to scribe what they say when they read their sentence back.

Pink practise. Go through this checklist: Is the child able to...

1. Write from left to right? If yes = go to 2. If no = practise 2 – 3 words in the correct direction
2. Use correct letter formation? If yes = 3. If no = practise formation, adding a dot / arrow to show starting point
3. Use Fred Fingers/sounding out? If yes = 4. If no = practise incorrect word + 2 rhyming words
4. Use Red word with correct spelling? If yes = 5. If no = practise red word written correctly x 3
5. Use finger spaces? If yes = 6. If no = highlight ___ finger ___ space (approx. 3 words)
6. If EVERYTHING has been written correctly, practise a 3 – 4 red words learnt so far.

Writing on the line

Provide tram-lines for children who can't write on the line

Years 2 – 6

Understanding my marking

Highlighted vocabulary on learning objective = Use this in your explanation or check the spelling of words used.

| | |
|--|-------------------------------------|
|  | Evidence of the learning intention |
|  | Improve your work |
|  | Incorrect |
|  | Check this makes sense |
|  | Spelling mistake |
|  | Missing punctuation/ capital letter |
|  | This section is not needed |
|  | Something is missing |
|  | Start a new paragraph |

Years 4 - 6 (where appropriate)

| | |
|---|---|
|  | Review this sentence and find how it can be improved. |
|  | Give evidence to support your point. |