

The Federation of Winklebury Infant and Junior Schools

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Believe, Strive, Achieve

Effective Feedback Policy

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Signed:

Position:

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Effective Feedback Policy

This policy should be read alongside the Teaching and Learning Policy and the Assessment Policy.

The Sutton Trust identified that one of the most effective educational approaches for accelerating progress is ‘**effective feedback**’. The Sutton Trust define feedback as: *“Feedback is information given to the learner and/or the teacher about the learner’s performance relative to the learning goals which then redirects or refocuses either the teacher’s or the learner’s actions to achieve the goal.”*

Their findings suggest that effective feedback is about:

- having suitably challenging tasks or goals;
- giving meaningful feedback – sparingly;
- more what is right than wrong;
- being as specific as possible – comparing current understanding with previous understanding;
- being encouraging and not undermining self-esteem.

At the Federation of Winklebury Infant and Junior Schools, effective feedback is central to high-quality teaching, learning and inclusion. We believe that children should be provided with constructive feedback, both written and oral, focusing on success and improvement needs against learning objectives. This enables them to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to be able to do. Through our relationships with children, we aim to build emotional resilience, ensuring children know that it is OK to make mistakes – making mistakes is one of the ways we learn.

Feedback at Winklebury is grounded in our vision Believe, Strive, Achieve and our values of respect, perseverance, pride, trust, empathy and teamwork. It supports children to:

- feel safe, confident and valued as learners;
- reflect on their learning and develop belief in themselves;
- strive through challenge and learn from mistakes;
- achieve success through clear, timely guidance;

We recognise that the most impactful feedback is immediate, relational and purposeful, and that overly burdensome marking does not automatically improve outcomes. Therefore, this policy prioritises live marking and high-quality verbal feedback when responding to children’s work.

We believe that feedback should:

- focus on moving learning forward, not finding fault;
- be timely, specific and linked to the learning objective;
- highlight strengths alongside clear next steps;
- encourage, motivate, support and promote positive attitudes;
- correct errors and address misunderstandings;
- include references to on-going expectations of writing (non-negotiables) across the curriculum in grammar, handwriting and spelling, relevant to the individual child;
- supports independence and reflection at an age-appropriate level;
- provide information for assessment and inform future planning teaching and learning.

For pupils with SEND, EAL or additional emotional needs, feedback will be adapted and accessible, prioritising clarity, reduced cognitive load and emotional safety.

Types of Feedback

Children benefit from receiving a range of different types of feedback. This may include a verbal response, a written comment or the use of symbols (see Appendix 1). Teachers will use their professional judgement to decide on the most effective form of feedback for each individual piece of learning and child. Teachers are encouraged to identify focus children (which change over time) and prioritise feedback on these children, using a light touch approach for other children, in order to have maximum impact on progress.

Live Marking (in purple pen)

Live marking and verbal feedback are the preferred forms of feedback across the Federation.

They enable teachers and adults to:

- address misconceptions immediately;
- model thinking and learning strategies in the moment;
- adapt tasks in the moment;
- strengthen relationships through dialogue and support.

Live feedback is given during the lesson while the learning is taking place. Verbal feedback provided by an adult is recorded with a 'T' in a circle next to the work. Where appropriate, brief written notes may be added to support children's memory of the discussion.

This approach has the greatest impact on learning, particularly for pupils with SEND, EAL and with additional needs.

Against the Learning Objective

Every piece of learning should have a learning objective, which is shared with the child and recorded at the top of the piece of work. Children self-assess themselves against the learning objective by colouring in the relevant smiley face. Where the WALT is handwritten the child will self-assess by neatly drawing the appropriate face. The teacher assesses the child against the learning objective by ticking the relevant smiley face.



I have achieved the learning objective confidently



I have achieved part of the learning objective



I have not achieved this learning objective and will need further help

If a teacher has ticked to say a child has achieved the learning objective, they do not need to write a comment acknowledging that the child has achieved the learning objective.

Self Evaluation (in green pen)

Children should be given the opportunity to evaluate their own work and provide suggestions for improvement. They should be taught to identify positive features about a piece of work and identify ways to improve based on the learning objective and success criteria. The teacher will review this marking.

Peer Feedback (in green pen)

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement. They should be taught to identify positive features about a piece of work and provide feedback on ways to improve based on the learning objective and success criteria. When a child provides written feedback they should write their name after the feedback. The teacher will review this.

Close the Gap Marking

This type of marking aims to close the gap between the work children have produced and what they are capable of.

Comments could include:

A **reminder** prompt – this reminds the child of what could be improved. For example:

How would David be feeling after Sam had run away?

A **scaffolded** prompt – this provides some support. For example:

What was the monster doing? 'The monster was so angry that he...'

An **example** prompt – this gives the choice of actual words or phrases. For example:

Choose one of the following to make your work even better or try and think of your own sentence.

Closed Question

This type of marking is used to check understanding of a concept. For example:

Now write me a sentence that includes a simile.

Open Question or Challenge Marking

This type of marking challenges a child to demonstrate their understanding or extend their learning. For example:

You seem to understand tessellation. Now see if you can spot any tessellating patterns around school.

How do you know that all even numbers are in the two times table? Prove it to me.

Guidelines for Marking

All work, should be marked in accordance with this policy. Teachers should use codes to support effective feedback - see appendix 1.

Marking should be done during a given task alongside the child (live marking), or as soon as possible after the completion of the task and always before the next teaching session of that subject.

All marking should be done in a purple pen.

All adult handwriting should reflect the school's handwriting scheme.

Response to Spelling

The National Curriculum sets clear expectations for the words pupils should be able to spell correctly by the end of each year. At the Federation of Winklebury Infant and Junior Schools, we expect children to apply their spelling knowledge across all written work.

When marking, teachers will identify up to a maximum of three words that, based on the child's age and the teacher's professional judgement, should be spelt correctly.

In the Infant School, these words will be underlined and marked with 'sp'. For high-frequency words, children will independently find and correct the spelling. For other words, the teacher will provide the correct spelling.

In the Junior School, spelling errors will be identified using 'sp' in the margin or, in upper Key Stage 2, at the end of the paragraph. Children are expected to correct these spellings independently using dictionaries, word banks or other appropriate resources.

Response to Phonics

At the Federation of Winklebury Infant and Junior Schools, children follow the Little Wandle phonics programme. We expect children to correctly apply all phonics they have been directly taught in their written work. For example, a child working within Phase 3 should correctly apply Phases 1, 2 and 3 across all writing.

When marking, teachers will identify up to a maximum of three words where a child has not correctly applied their phonics knowledge by writing 'Ph' next to the word. Children are then expected to correct these words independently using their phonics knowledge.

Response to Handwriting

At the Federation of Winklebury Infant and Junior Schools, there is a clear handwriting progression that sets end-of-year expectations. Where these expectations are not met, teachers will identify this through marking and set an appropriate follow-up action based on the child's age and the teacher's professional judgement.

For example, if letters are not correctly formed or positioned on the line, the child may be asked to practise those letters. If handwriting is not appropriately joined, the child may be asked to rewrite a word or sentence to meet expectations.

Response to Presentation

Pride is one of the Federation's core values, and we expect all children to take pride in their work, including how it is presented. Where presentation does not meet expectations, teachers will identify this through marking and set an appropriate follow-up action based on the child's age and the teacher's professional judgement.

Children will be supported to revisit or improve their work at an appropriate time, in a way that is developmental, supportive and encourages high standards.

Annotations

Each piece of work should be annotated to show the level of support children received to complete the work.

I – independent

S – supported

G – guided

Maths work should also be annotated to show any equipment children used to complete the work using the agreed symbols (see appendix 1).

Responding to Marking

Time needs to be planned for children to reflect upon feedback and respond to it to ensure that they benefit from it. This could be at the start of the next session, the next day or the next lesson. Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received. Children should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.

Informing Planning

Teachers should use the knowledge they gain from marking a piece of work to inform their planning. This could include adapting future learning, identifying children to target during the next lesson or addressing misconceptions.

Learning Support Assistants

LSAs should mark work produced by the group of pupils they are working with, and this is most effective when completed alongside the child, within the session, to give immediate feedback. They should then feedback to the teacher, when appropriate.

Supply Teachers and HLTAs

Supply teachers and HLTAs should provide feedback on work that they complete with a class in line with this policy.




Monitoring

The leadership team and subject leaders monitor the implementation of this policy through work scrutiny and professional dialogue, in line with the Federation's Monitoring and Evaluation Plan.


Appendix 1: Written Feedback

Stickers, stamps and symbols (e.g. smiley face) are used to acknowledge effort and success as relevant to individual children.


The following symbols are used throughout the Federation in written feedback in all subjects:

| | |
|---|---|
| I | Work completed independently |
| G | Work completed as part of a guided group |
| S | Work completed with adult support |
| T | Verbal feedback given during the learning |
| PM | Peer marked |
| SM | Self marked |
|  | Something they did well |
|  | Something to work on |
| Sp | Incorrect spelling |
| Ph | Incorrect phonics |
| HW | Handwriting |
| P | Presentation |
| CL | Incorrect or missing capital letters |
| FS | Incorrect or missing full stop |
| ? | Doesn't make sense |
|  | Missing finger spaces |
| ^ | Missing word |
| // | New paragraph needed |
| . | Incorrect answer |
| LSA | LSA led session due to staff absence |

In maths children should record any practical resources they have used during the lesson. This can be done using the appropriate sticker (saved on teachers pool - Teaching/Subject Managers/ Maths /MATHS RESOURCE STICKERS FOR BOOKS) or by using the following codes:

| | |
|---|---------------------|
|  | Cubes |
| X | Times tables square |
| 100 | 100 square |
| PV | Place value mat |

Symbols for Marking

| | |
|---|-------------------------|
| I | Independent |
| G | Guided |
| S | Supported |
| T | Teacher verbal feedback |
| PM | Peer marked |
| SM | Self marked |
| ★ | Something good |
| └┘ | Something to work on |
| Sp | Spelling |
| Ph | Phonics |
| HW | Handwriting |
| P | Presentation |
| CL | Capital Letters |
| FS | Full stop |
| ? | Check for sense |
|  | Finger spaces |
| ^ | Missing word |
| // | New paragraph needed |
| . | Incorrect answer |