



# Feedback Policy

‘Building learning through effective feedback’

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## **1. Aim**

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners across the school.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contribute to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

## **2. Processes**

We have discussed at length with our students what kinds of marking and feedback works well for them as learners in our class discussion time in class. Four types of marking and feedback occur during teaching and learning at Lake Haven School:

- i) The main way in which children at Lake Haven School felt they gained more from marking or assessment of their work was immediate feedback as they worked. Teachers' well considered intervention to promote deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or on a group basis. For younger pupils this can be noted down to record the feedback and response process.
- ii) 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work. This usually equates to a

smiley face or sticker if they like to receive such rewards.

iii) Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning. We usually discuss this with the children at the time should they require further learning in a specific area.

iv) Self-assessment and peer assessment of the attainment and success of a piece of work. This is often more challenging for our children to complete.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and feedback at Lake Haven School.

### 3. Non-negotiable Procedures for Marking

- All marking by the teacher or Teaching Assistant is to be carried out daily after each session.
- All marking is to be done in a clear legible handwriting.
- The marking code is to be followed in all cases.
- All pupils' work is to be at least 'light' marked by Teacher or Support Staff. 'Smiley Face'
- All learning should be aimed to be marked daily with verbal feedback immediately given. Any responses from the child to be recorded as soon as possible.

Where a lesson has a lesson objective, a teacher will:

- ✓ if the lesson has been achieved
- ✓✓ if the pupil really understood well and completed the lesson independently
- . If the learning objective has not been achieved and will need revisiting

#### **In developmental marking:**

When identifying specific success, the respective work in the pupils' book will be identified by a ✓. The children have indicated that they do not wish for anything further at this time. We will review annually as a class discussion to see whether this is still the same chosen route.

When identifying an area for specific improvement the respective work in the pupils'

book will be identified as an observational note in the child's book.

### **Feedback comments**

Children at Lake Haven have expressed feedback to be given orally and immediately throughout or at the end of the lesson. This feedback is to be given orally and then noted on the teacher planning if any further work is required.

### **Peer Assessment**

Where peer assessment is an area that our children do not feel comfortable with. However, we will build this into class discussion times and endeavour to introduce this to our marking and feedback policy.

## **3a) Procedures in greater detail:**

### **i) The Frequency of Developmental Marking**

- All pupils' work is to be marked by the teacher or support staff. No work should go unmarked. Preparation work including text maps, plans and drafts in literacy and jottings, working out and exploration in mathematics should be collated in pupils' books or photographed if using the chalk topped tables. This may also be in the form of photocopies of white boards and material captured electronically and reproduced as appropriately. This is important as it charts the process and progress of pupils' learning.
- English and all other extensive writing (in any subject) should be marked developmentally. This marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made as soon as possible. The overseeing of such a task may be carried out by another adult other than the class teacher.
- Where appropriate, developmental marking can take place alongside the child with verbal feedback and responses taking place immediately.

### **b) Giving effective feedback to pupils.**

Effective marking is a key tool in providing feedback to pupils in order that they are clear about what they can do well and what they need to do to improve.

It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.

Effective feedback comes under three main headings:

**Specific Achievement** feedback identifies specific aspects of successful attainment and or progress.

**Specific Improvement** feedback identifies where mistakes or misconceptions lie and how work can be improved. At Lake Haven this is done verbally with the child and recorded on the main planning document for reference.

**Specific Extension** feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow. We share this verbally with our children and then record on our planning notes for reference and future planning.

**Feedback should:**

- be positive, specifically identifying what has been done well orally, a smiley face or sticker if this is what motivates the child.
- Identify an area for specific improvement followed up with an improvement task using the planning document to reference the improvement task and inform next steps.

Well-constructed improvement tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenges for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar

When constructing feedback, teachers need to consider:

1. Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Does it relate to planned learning objectives and success criteria?
3. Can feedback be understood clearly?
4. Does feedback indicate a next step/improvement in learning?

### **c) The Frequency and Nature of Pupil Response to Feedback**

Work that is marked developmentally requires a response from the pupil. Where possible, developmental marking should be completed alongside the child with verbal feedback being given and instant responses gained (this can be done during feedback at the end of a session /at the start of the next lesson).

Developmental marking is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill from Year 3 to Year 11, and throughout the school year appropriately.

In each class, appropriate time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

Tasks must be effective in improving work, yet brief in execution.

#### **Acknowledgement of response**

This should be an acknowledgement. If greater issues arise then the teacher will wish to address this with the child through another medium than feedback and response.

## **4 Role of other adults supporting**

Support staff may annotate work with groups of pupils/individuals with whom they have been working. When this is the case they will: initial work they have supported (this is usually the case); identify if work was independent or supported and as appropriate give feedback verbally. Developmental marking can be done when working one to one with a child and always supervised/ acknowledged by the teacher.

## **5 Responsibilities**

It is the responsibility of the class teachers and support staff to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

All teachers have the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. It is the responsibility of the Assessment Leader (HT) to liaise with the teachers and to feed back to the Headteacher and Proprietors on the implementation of the policy, its consistency across the school and the impact it has upon progress.

It is the responsibility of the Head teacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

## **6. Equality of Opportunity**

All pupils are entitled to have their work marked in accordance with this policy.

## **7. SEN and Inclusion**

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's personalised targets as required.

## **8. Monitoring and Evaluation**

Monitoring of the policy will be done through work scrutiny led by SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher will also monitor the impact of developmental marking through work scrutiny in English and extended writing and as part of lesson observations to monitor the quality of teaching and learning in the school. This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning

and to make progress.

Feedback monitoring will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

Evaluation of feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision.

## **9. Policy Review**

This procedure has been agreed by the staff and Proprietors in July 2023 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than July 2027.

