SOUTHBOURNE JUNIOR SCHOOL

Feedback Policy

Introduction

This policy sets out how the use of effective feedback and response is consistently utilised across our school to benefit primary aged pupils.

In order to be positively effective, feedback must answer three major questions asked by a teacher and/or by a pupil:

Where am I going? (What are the goals?)

How am I doing? (What progress is being made toward the goal?)

Where to next? (What activities need to be undertaken to make better progress?)

Effective feedback given to pupils through reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria, enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Aim

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

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 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 contributes 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.

Process

Types of feedback that may be seen in a lesson at Southbourne Junior School:

- **Teachers' well considered intervention** to prompt 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 in on a group basis.

- **Light marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

- **Developmental Feedback** 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.

- **Self-assessment and peer assessment** of the attainment and success of a piece of work. Pupils will self-assess their work against the learning objective or their success criteria. Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement and the peer assessor's initials must be also left.

- **Active Marking**
  To provide pupils with instant feedback **during** a lesson, teachers and teaching assistants check the progress of some of the children's work as they progress in the lesson. Some subjects and activities, such as maths, allow pupils to have a marking/checking station so pupils themselves can check their own calculations once this has been introduced fully by the teacher.

Developmental Feedback
Developmental feedback, which could be individual, group or class feedback, should be planned within the learning journey to ensure it has the most impact on moving pupils forward in their learning. This feedback should be constructed to require a response by pupils, at an appropriate level of challenge, and such tasks must be manipulated to allow children to develop and complete the feedback in order to move their learning forward.
When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development.

Learning Journeys
Preparation work including text maps, plans and drafts in English and jottings, working out and exploration in mathematics should be collated in pupils' books. This may be the form of photocopies of white boards, notes on working walls and material captured electronically through the use of SeeSaw or Clicker. This is important as it charts the process and progress of pupils' learning.

Giving effective feedback to pupils
Effective marking is a key tool in providing feedback to pupils in order that they are clear in 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.
The feedback is given as aural as well as written.

Effective feedback comes under three main headings;

Specific Achievement feedback identifies specific aspects of successful attainment and or progress. This relates directly to the learning objective / Pupil self-assessment.

Specific Improvement feedback identifies where mistakes or misconceptions lie and how work can be improved.

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.

Feedback should:
- be positive, specifically identifying what has been done well
- Identify an area for specific improvement followed up with an improvement task

Or
- identify a specific area for deeper investigation/ extension of understanding

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

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. Relate to planned learning objectives and success criteria?
3. Is the feedback understood?
4. Does feedback indicate an improvement in learning?

Role of other adults supporting
Support staff may provide feedback to the work with groups of pupils with whom they have been working. Staff must initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to give feedback and mark all work in accordance with this policy, and write 'ST' for supply teacher.

Student Teachers are to follow this policy as appropriate? However, the class teacher is also required to initial marking completed by the student to ensure quality assurance.

Responsibilities
It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.
Through termly work scrutiny the staff will ensure that effective feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Equality of Opportunity
All pupils are entitled to have feedback on their work in accordance with this policy.

SEN and Inclusion
Effective feedback must be accessible to all pupils and will reflect their individual needs and abilities. This may mean supporting pupils to read comments, talking them through the feedback in small steps and allowing them time to over learn/ post teach or pre teach.

Monitoring and Evaluation

Monitoring of the policy will be carried out through a triangulation of work scrutiny, pupil conferencing and lesson observations. It will be evaluated for impact on pupil progress and outcomes - to ascertain how feedback supports them in understanding what they need to do to improve their learning and to make progress.

Policy Review

Policy adopted Autumn 2016
Reviewed Spring 2023
To be reviewed Spring 2026

Marking Code Prompts

Content prompts		Assessment prompts	
?	Check – does this make sense?	I	independent work
P	punctuation	S	supported work
Sp	spelling mistake	VF	verbal feedback
//	start a new paragraph	*JC*	initials for reviewer (who is marking)
▲	Add a word	ST	supply teacher
		KPI	Assessment away from the point of learning
		B or Baseline	Baseline

Examples of feedback prompts

Writing Prompts	Maths Prompts
Edit your sentence/paragraph/calculation…	
Read your work – can you add… (3 full stops, an adverbial which says where, a question mark, etc.)	Look back at your work – can you add…(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	
Now try these… (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these… (extension questions/Consolidation questions)
If the answer was ….. What could the question be?	
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence: …..	
Fill in the blanks: …..	Fill in the blanks: …. 2 + 6 = 6
Highlight the sentence where you have used… (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Tell me more ….	
Tell me … that have …? Tell me two sentences that have adverbials.	Tell me … that have …? Tell me two numbers that have a difference of 12.
What … would you use to…? e.g. What word would you use show me how the character is feeling?	What … would you use to…? e.g. What unit would you use to measure the width of the table?
What are the … of … ?	What are the factors of 42?