
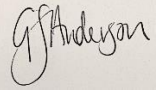


Feedback Policy

Date ratified	May 2023
Committee Responsible for Policy	Standards, Teaching and Learning Committee and FGB
Date to be updated	May 2024
Headteacher Signature	
Chair of Governors/ Committee Signature	

Growing together as children of God

At Holy Trinity C of E Primary School:

- we want our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.
- we work **together** with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together.
- we are growing together as **children of God**, strengthening our faith, secure in the knowledge we are unique, loved and cherished

Biblical Basis of Policy

Psalm 32:8

I will instruct you and teach you in the way you should go; I will counsel you and watch over you.

1. Introduction

At Holy Trinity Primary School, we believe that all children are entitled to regular and comprehensive feedback on their learning and that the sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil (e.g., making corrections to spellings, punctuation or elements of grammar). Comments will be made verbally or in written form to communicate a message and we will provide children with guidance on how to improve their work and progress in their learning. Time for feedback to be read by children and corrections to be attempted will be allocated during the week.

'Many schools written feedback has become disproportionately valued and unnecessarily burdensome. This is not to say that all marking should be eliminated, but it should be proportionate, and the quantity of feedback should not be confused with the quality.' (Independent Teacher Workload Review Group March 2016) It is important to us that we strike the right balance for pupils and teachers in regards to marking and feedback in order to optimise learning. We referred to the outcomes of the 'Teacher Workload Survey 2016' as part of the DfE initiative to reduce school workload and the Education Endowment Foundation's Marking Review, 'A Marked Improvement?' to develop our feedback system.

2. Principles of Feedback

To recognise, encourage and reward children for their effort and achievement.

To provide a dialogue between teacher and learners and provide clear appropriate feedback of strengths and weaknesses in their work.

To indicate how a piece of work could be corrected or improved against success criteria.

To help children be aware of standards needed to progress.

To target children who need challenging or intervention to support.

To aid and inform curriculum planning and to provide evidence for assessments. Feedback should be positive, clear and appropriate. It needs to offer positive benefits to staff and children and outcomes need to be fed back into planning.

To relate to the learning objective and success criteria for the learning that has been shared with the children

To form the basis of a discussion between child and teacher.

To provide guidance to children on how to achieve their next steps in learning.

3. How Feedback Looks at Holy Trinity

Type	What it Looks Like
Immediate	<ul style="list-style-type: none"> • Takes place during a lesson with individuals, groups or the whole class. • Includes formative assessment from the teacher and/or teaching assistant (TA) e.g., whiteboard / book work, verbal answers. • Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. • Praises effort and contributions.
Responsive (catch-up)	<ul style="list-style-type: none"> • Takes place after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to practise skills or knowledge immediately. • Can be delivered by the teacher or by a teaching assistant based on guidance from the teacher. • An element of the child's responses to catch-up are recorded in their books to show progress over time and evidenced in the progress of their writing moving forward.
Summary (feed- forward)	<ul style="list-style-type: none"> • Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or sub-groups. • Takes place during the following lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant.

All feedback given must be concise and clear in meaning. It should be developmental i.e. children will find out how they are getting on and what the next step will be. It should also acknowledge success and identify the next step forward.

All feedback given should reflect the learning intention of the piece of work.

Feedback for learning in English and Maths is given daily, this maybe during the lesson, after the lesson or at the start of the next lesson.

Feedback for learning in all other subjects is given regularly.

When written feedback is given it is done using green pen and a code (see appendix 1) which is appropriate to the age of the children.

Written feedback is given for pieces of extended writing is given, using green and pink highlighting or/and the use of the 'yellow box' for focused feedback or/and 1:1 conferencing.

Children will be given time to reflect on feedback given and respond in purple pen.

It is an expectation that cover/supply teachers mark the work of the lessons they teach, and this will

be stamped 'marked by supply' or a circled 's' is used by many to also indicate 'supported work', maybe a 'marked by supply' stamp or the word 'supply' could be used

4. Feedback Methods

Purposeful feedback can take many forms and at Holy Trinity we use:

- **Verbal Feedback:** this can be given while teaching whole class by directing comments and questions at individuals or during group or independent tasks misconceptions can be addressed and recognition of effort and good work given. This 'in the moment' method of feedback has the greatest impact on learning.
- **Written Feedback:** comments written on the piece of work, reflecting success against the learning intention for that piece of work and giving steps for improvement.
- **Green and Pink Feedback:** teachers highlight words, phrases, sentences, punctuation etc in either "green for great" or "pink for think". This allows children to quickly see where they have been successful and where they need to improve.
- **Conferencing:** Conferences are short conversations with a child about their work. They are friendly, supportive and incredibly positive. The children receive genuine praise for and celebration of the writing goals they are achieving and good advice as to how they can improve their developing compositions further.
- **Yellow Box Focus:** teachers can highlight a section in yellow to be improved or re-written with a brief comment and allows children to edit and improve their work according to one small, tight focus.
- **Post-teaching:** after a lesson, a teacher or teaching assistant will meet with a small group of children, provide feedback on their work and give the opportunity for the children to improve or correct misconceptions.
- **Record book:** teachers have a whole class mark book for where they can record their findings from a lesson or work produced by the children, e.g. those who need extending, those who need further support, etc., this is then used to support a conferencing or post-teaching session.
- **Use of rubrics:** the rubric sets out the success criteria for a piece of work and can be used to give concise feedback to help children improve the quality of their work.

5. Consistency of Feedback

Through termly moderation sessions, 'books looks' might be led by the Senior Leadership Team with the teaching team and half termly monitoring carried out by Phase Leaders and Subject Leaders, we can ensure there is consistency of marking and feedback across the school and provide teachers with relevant feedback.

6. Monitoring Arrangements

This policy will be reviewed annually by the Deputy Headteacher.

7. Linked Policies

Teaching and Learning.