




Whitby Heath Primary School

Feedback Policy

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Agreed by Governors	September 2023
Next Review	September 2024
Head teacher	Mr S Wright 
Chair of Governors	Mr N Lacey

The following policy has been influenced by a variety of research and guidance materials, most notably:

- EEF Guidance Report: Teacher Feedback to Improve Pupil Learning (EEF, Oct 2021)
- Reviewing feedback and marking in primary schools (DfE, July 2018)
- Primary Marking Guidance (National Centre for Excellence in the Teaching of Mathematics, April 2016)
- The Feedback Pendulum (Chiles, 2021)
- What every teacher needs to know: How to embed evidence-informed teaching and learning in your school (Pearce, 2022)
- A marked improvement? A review of the evidence on written marking (Elliot et al, 2016)
- Principles of instruction: Research-based strategies that all teachers should know (Rosenshine, 2010)

Whitby Heath Primary School understands that bespoke feedback, as close to the point of misconception as possible, is an integral aspect of the teaching & learning cycle. We encourage our pupils to have agency over their learning, developing skills such as resilience, stamina, perseverance as well as a Growth Mindset mentality. Through strategies such as, **Immediate Feedback**, **Whole Class Feedback** and **Further Feedback**, our aim is to improve the learner rather than just the work. We trust that in doing this, our pupils will know, understand and remember more over increasingly long periods of time.

We advocate **Immediate** 'live' marking, as close to the point of misconception as is practicable. We want to promote confidence and a love of learning. To do this, we endeavour to pay close attention to learning, intervening and redirecting where appropriate – for the whole class, groups or individuals – to facilitate progress.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research endorses our belief that feedback should:

- Be underpinned by high quality questioning and well thought out activities to determine a pupil's understanding of the learning goal.
- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Provide explicit guidance on how to improve and not simply inform pupils when they are wrong.

We have carefully considered this research, alongside the DfE's expert group, who emphasise that written marking, should be **meaningful**, **manageable**, and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core, a number of principles:

- The sole focus of feedback and written marking is to further children's learning.
- Evidence of feedback and marking is incidental to the process. We do not provide additional evidence for external verification.

- Written comments should be accessible to pupils according to age and ability.
- Feedback delivered close to the point of misconception is most effective. As such, **Immediate Feedback**, delivered 'live' in lesson is preferable wherever practicable. Teachers may also provide written guidance or worked examples alongside verbal feedback, as a scaffold to move learning forward.
- Feedback is a part of Whitby Heath's wider assessment processes. It is used to inform teacher understanding of learning and therefore inform future teaching.
- Pupil work is celebrated. At Whitby Heath, we want pupils to understand what they are doing well and reinforce positive learning behaviours.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning. In addition, it is our aim to ensure that teachers can gather useful assessment that enables them to adjust their teaching both within and across a sequence of lessons. This will ultimately impact on the quality and impact of any feedback provided to learners.

What does this look like?

At Whitby Heath, teachers evaluate the work that children undertake in lessons and use information obtained from this to adjust teaching. Feedback / feedforward occurs at one of three common stages in the learning process:

1. **Immediate Feedback (IF)** – at the point of misconception / during 'live' teaching. Children who are identified by the teaching team as veering off-track, making errors or demonstrating possible misconceptions are supported through high quality questioning, constructive dialogue and clear, explicit guidance on how to improve. Teachers may also provide written guidance or worked examples alongside verbal feedback, to move learning forward.

It is also important for the Class Teacher to use the **Visualiser** at this stage of the feedback process as a teaching tool when they identify a key common misconception or learning opportunity. In these moments, the feedback becomes a highly effective hybrid of **Immediate Feedback** and **Whole Class Feedback** in the following ways:

- Discussing with the class how a chosen piece could be improved.
- Highlighting a section of work as a good model or example.

The class then continue with their work, having taken on board the feedback shared.

2. **Whole Class Feedback (WCF)** – at the start of the next lesson or earlier. This is usually given verbally to whole class by addressing key misconceptions uncovered after the previous lesson, next steps, as well as highlighting good examples of completed sections of work and discussing what made them successful. When addressing the key misconceptions, high quality questioning, constructive dialogue, modelling, and clear, explicit guidance on how to improve should be given to the class. Typically, time will be given for children to correct / improve their completed work based on this guidance. Alternatively, a short follow up activity may be given to embed the desired learning.

The Visualiser is a key teaching tool for this stage of feedback.

3. **Further Feedback (FF)** – This is in the form of individual or small group feedback that provides further support than given in the WCF. It consists of follow up teaching that individuals may need to achieve the planned learning. This may happen in the lesson following/alongside the WCF or in allocated time within the timetable.

At Whitby Heath Primary School, these practices can be observed as follows:

Type	What it looks like	Where will you see it?
1 Immediate Feedback	<ul style="list-style-type: none"> Teacher conducts formative assessment within the lesson to provide meaningful 'live' feedback. Takes place in lessons with individuals, small groups or whole classes. Will include high quality questioning, constructive dialogue and clear, explicit guidance on how to improve. Makes use of visualisers and exploits common misconceptions to reformulate and redirect learning. Often given verbally to pupils for immediate action but may include written feedback / worked examples to support. May involve use of a teaching assistant to provide support or further challenge. May include some self or peer assessment against an agreed set of criteria. May include sharing misconceptions for scrutiny and evaluation against learning intentions. May involve some 'verification feedback' to indicate correct answers (eg in Maths) Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. 	Professional Discourse Pupil Voice Lesson Study Learning Walks Book Looks

--- Daily review of work / books takes place here ---

Type	What it looks like	Where will you see it?
2 Whole Class Feedback	<ul style="list-style-type: none"> Takes place at the start of next lesson or earlier. Typically involves whole class. Provides an opportunity for evaluation of learning in the previous lesson. Addresses key misconceptions through high quality questioning, constructive dialogue, modelling, and clear, explicit guidance on how to improve. 	Professional Discourse Pupil Voice Lesson Study Learning Walks

	<ul style="list-style-type: none"> ▪ Makes use of visualisers and exploits common misconceptions to reformulate and redirect learning. ▪ May include some self or peer assessment against an agreed set of criteria. ▪ Typically, time will be given for children correct / improve their completed work based on this guidance. 	<p>Book Looks</p> <p>Pupil Conferencing</p>
<p>3 Further Feedback</p>	<ul style="list-style-type: none"> ▪ Typically takes place after/ alongside Whole Class Feedback or in allocated time within the timetable. ▪ Provides teaching team with opportunity to give further teaching as support / guidance for some children to achieve the desired learning outcome. ▪ Provides teaching team with opportunity to give bespoke next steps for some children. ▪ Will typically include a short follow up task / activity to enable the teacher to assess pupil understanding after the Further Feedback. ▪ May be an opportunity for teachers to challenge some pupils to extend thinking or consolidate understanding. ▪ Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. ▪ For some individuals, next steps may be in relation to an individual misconception, such as incorrect letter / number formation, GPC inconsistencies, spelling rule misconception etc, whereas for others it may be a deeper misunderstanding such as a grammatical, mathematical or scientific process, etc. 	<p>Professional Discourse</p> <p>Book Looks</p> <p>Pupil Voice</p> <p>Learning Walks</p> <p>Lesson Study</p>

Whole Class Feedback – How It Works

Whole Class Feedback (WCF) is a key component of the teaching strategy at Whitby Heath Primary School. Feedback is embedded as part of the teaching within each lesson, not just as 'live feedback' during independent or group work, but as the starting point for each lesson with the WCF approach. This allows us to deliver effective feedback but also ensure each lesson builds on previous learning, addressing one of Rosenshine's Principles of Instruction.

Following each lesson, the teacher looks through the pupils' books, identifying errors and misconceptions whilst making notes on the WCF sheet on the common errors to address in WCF, as well as which children need any Further Feedback and what this will consist of. Work will be chosen to be shared on the visualiser and discussed as a class – this will include

work that can be improved (featuring the common misconception/errors identified) as well as sections of work that model success.

Teachers will also use the marking code to identify areas for children to focus on during and following the WCF and Further Feedback. Children will use purple pen when responding to this feedback with corrections, rewritten words/sentences or spelling and punctuation amendments.

Teachers at times may also ask children to identify errors in their work based on the WCF given, before amending their work accordingly.

Teachers will construct the WCF messages and adjust future planning accordingly.

Whilst addressing other misconceptions may be helpful, when delivering WCF it is important that teachers keep the intended learning outcome and success criteria in mind.

Marking Code: Expectations for specific written marking

'The complexity of feedback that is likely to be most effective is dependent on the task that pupils have completed.' (Pearce, 2022) In keeping with this statement, teachers will adopt the most appropriate form of marking for the activity completed by pupils. Typically, this will involve the 3-part process outlined in the section above.

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

The following guidelines should be adhered to when delivering written feedback:

- Teachers mark work using **green** ink using handwriting in line with agreed school policy.
- Children will neatly and legibly edit their work using a **purple** editing pen (children in EY & Y1 use pencil).
- Children are discouraged from scribbling out mistakes or using a rubber, instead using a ruler to draw a straight line through errors.
- When presentation falls below expectations, this is addressed through Further Feedback, including a follow up task.
- 'Acknowledgement Marking' has been shown to have very little impact on learning (Elliot et al., 2016). Therefore, although all pupil books should be looked at as part of the WCF process, in some cases, it may not be required to write in a child's book. In such cases, teachers are not required to write in a pupil's book for any external monitoring purpose, as this should be self-evident from work that has demonstrated good understanding of the intended learning outcome.

- In Foundation Stage & Key Stage 1, written marking is used meaningfully for those pupils who are able to read and respond independently or for those who can be facilitated a learning conference.
- In tasks where Verification Feedback is most appropriate, such as Maths, correct answers will be marked with a tick and incorrect answers that should be corrected will be marked with a green dot. It is important to note here that not all responses need to be given a tick or dot, particularly if a pupil has demonstrated consistent correct answers or consistently incorrect ones. In these scenarios, teachers should tick a few to indicate the pupil's success or dot 2-3 errors identified for correction. Where a child has made a number of errors, it would also be helpful to consider a written worked example as a scaffold and to add them to the Further Feedback group for the next lesson. When a child makes occasional errors but has demonstrated a good level of understanding of the mathematical process, it may be that these are 'slips' rather than errors that indicate a lack of understanding. It is important to distinguish between these two possibilities and discuss this with the child so that 'slips' can be minimised.
- Teachers should focus marking on the specific learning objectives of the lesson, PLUS age/ability appropriate spelling and grammar. If it is a punctuation/grammar error or an error related to the learning objective, teachers should draw pupils' attention to the errors by marking a **green dot** in the margin on the line of the error and underlining the error itself. If it is a spelling mistake, teachers should write **Sp** in the margin and underline the word itself. Pupils are required to rewrite identified spelling mistakes 3 times in purple pen at the end of the piece of work. Pupils are given time to complete all spelling, grammar, punctuation and learning objective amendments/corrections immediately following the WCF.
- *.....* Two stars either side of a section of a sentence or paragraph will indicate that this section should be rewritten. A green dot should be marked in the margin.
- // These two lines added to a piece of writing indicate a paragraphing error. A green dot should also be marked in the margin.
- In the case of a large group of pupils having a common misconception, it is expected that this would form part of the Whole Class Feedback, and that it may be appropriate for teachers to adjust planning.
- In the case of an individual or smaller group of pupils having misconceptions that differ from the majority of the class, it is expected that this would form part of the Further Feedback, and that it may be appropriate for teachers to adjust planning or put in place additional support for these children.
- Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

Child led assessment, feedback and editing

Children will reflect on their own learning in a number of ways such as: in response to teacher comments or marking; as a result of self-assessing and reviewing work success criteria or through peer marking. Dialogue between children about learning is an

important skill that we seek to develop throughout school. Therefore, it can be helpful for children to assess the work of others and provide carefully articulated peer feedback. Feedback may be verbal or written and if written the comments should be initialled by the child-reviewer. Children are trained in how to give effective feedback that is **KIND**, **SPECIFIC** and **HELPFUL** and relates to the success criteria and learning intentions.

For example:

'I like this part, but have you thought of...'

'What made you use this word/phrase/ adverbial phrase/simile/metaphor and not another one?'

'The best part is when you...'

'I think that next time you ought to think about...'

'I think you've achieved these two success criteria, but I'm not sure about the third. What do you think?'

'I agree because...'

'Although I understand I disagree because...'

In Mathematics, it may be appropriate at times for children to peer or self-mark. When peer marking, the same **KIND**, **SPECIFIC** and **HELPFUL** values should be applied. The tick and dot approach mentioned earlier in this document should also be utilised.

Pupils self-marking should write S-M in Purple Pen at the end of the work.

Pupils peer marking should write "Peer marked by _____" (name) in Purple Pen.

When utilising self or peer marking, teachers are still expected to collect book and analyse children's work in order to prepare the WCF and Further Feedback in time for the next lesson.

Whole Class & Further Feedback Sheet

Week Beg: Subject:	Whole Class Feedback			Further Feedback Names & Notes	SPAG Issues
	Common Misconceptions	Examples for Visualiser	Planning Points		
Mon LO:					
Tues LO:					
Wed LO:					
Thurs LO:					
Fri LO:					

