



The Meadows
Primary School

Feedback policy

January 2025

Next review: Jan 2027

Providing feedback is well-evidenced to have high impact on learning behaviours. (Education Endowment Fund 2021) We have based our feedback policy on the [EEF 2021 feedback toolkit](#).

What is Feedback?

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. (Education Endowment Fund 2021)

At The Meadows Primary School we know that high quality, consistent and timely feedback enhances children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance. We believe that feedback should be as immediate as possible, forming a feedback loop that impacts directly on pupils' work and understanding. To achieve this, we promote the use of a series of Assessment for Learning (AfL) strategies that will positively affect pupils' work and development across subjects and within individual lessons.

Aims:

We offer feedback to children in order to:

- monitor, evaluate and review pupils' current understanding in order to identify next steps for progress, improvement and development.
- enable pupils to evaluate their work in order to take responsibility for their own learning.
- We will help pupils take pride in their learning to promote positive self-image.
- Classroom practice will be "meaningful, manageable and motivating", enabling teachers to respond to pupils' current needs. This will help teachers to make secure summative judgements over time, and help pupils to succeed and develop academic rigour as well as informing future lesson planning.

Assessment for Learning Strategies

Question: Questioning is at the forefront of formative assessment. It is the key tool in responsive teaching, with evidence highlighting its role in securing strong pupil outcomes. Teachers need feedback from multiple pupils in order to gauge the success of their teaching. Rosenshine's research (2012) shows that effective teachers ask more questions from more students in greater depth; they check for understanding, involve all learners, explore thinking processes and misconceptions, and interrogate correct answers. This is how teachers uncover misconceptions and challenge pupils to deepen understanding.

Questioning takes many forms. We promote the following strategies:

- **Cold Call**: This is a 'no hands up', dialogic approach that keeps all pupils engaged. This makes feedback meaningful so that teaching is responsive to pupils' needs and levels of understanding.
- **No Opt-Out**: This allows teachers to return to pupils who get an answer wrong so they can show their understanding. It can also be used to engage pupils who refuse to answer to help establish a culture of academic learning and rigour.
- **Think, Pair, Share**: This allows all pupils to engage in a structured discussion that provides an opportunity to think generatively, share ideas and rehearse answers.

We also use other questioning techniques; such as whole-class response, check for understanding, Say it again better, probing, process questions.

All our lessons follow Futura Fundamentals of effective teaching (see appendix 2). Assessment for Learning occurs throughout the lessons but crucially at the retrieval and hinge-point stage.

Retrieval Practice: A method that checks the students have learned the material that you want them to know. This can take the form of low-stakes quizzes, games, review questions etc.

Hinge-point: A method of gauging how well students have understood the new material. Reteach or move to independent practice.

Post-lesson feedback strategies

Pupils' written outcomes will be acknowledged and reflections of their work will feed into future lessons and support strategies as well as promoting pride from the children in their learning.

Feedback should provide clear, actionable steps for improvement. Feedback may be written, verbal or shared as a whole class. Teachers should use their understanding of individual pupils to use feedback motivationally. It will form part of a scaffold that develops pupils' metacognition and independence.

Written Feedback

- When the LO has been partially met, it will have 1 green tick. When it has been fully met, it will have 2 green ticks. Staff will use pink to indicate where a child needs to make a correction.
- For EYFS and KS1, Y3 and Y4 this will be next to the correction. For year 5 and 6 this will be in the margin for written outcomes.
- Staff will write their feedback in purple pen.
- Children will make corrections/improvements to their work using a green pen.

Green = Great

Pink = Think

Feedback Strategies

Each feedback strategy can be used in isolation. However, it may also be effective to combine strategies or employ several, one after the other.



INDIVIDUAL LIVE FEEDBACK

Model the task, provide success criteria	Set the task, circulate	Visit target pupils first, give specific feedback	May be verbal, may use marking codes	Pupils take action
Pupils need to know what the desired outcome should look like. This provides a sense of purpose, aiming to meet the criteria.	Having modelled, set pupils to task aiming to meet the success criteria. Monitor actively, note who is struggling.	Based on your knowledge of the pupils, visit your target pupils first. These may be PP, SEND or LPA, for example, knowing that these pupils benefit most from explicit feedback.	Provide feedback, this will in most cases be verbal. If the task involves writing, it may be appropriate, and even faster, to add marking codes to pupil work.	Create a culture whereby pupils act on feedback immediately. This will allow them to make improvements while still engaged in the learning process.



SHORT FEEDBACK LOOPS (FROM WALKTHRU)

Model the task, provide success criteria	Set the task, circulate	Stop & review	Re-model and re-emphasise success criteria	Repeat and check progress
Pupils need to know what the desired outcome should look like. This provides a sense of purpose, aiming to meet the criteria.	Having modelled, set pupils to task aiming to meet the success criteria. Monitor actively, note who is succeeding and who is struggling.	Pick a good moment to stop – when most students have completed enough of the task to make it meaningful. Examine pupils' responses, you could use the visualiser or outline common successes and challenges.	Give pupils feedback, outlining exactly where success criteria has been met and areas for improvement. Remodel the task, emphasising the most important content or skill or vocabulary. This can be very sharply focused. Check for understanding.	Ask pupils to continue or repeat from the start, depending on need. Pupils gain experience of re-drafting in a short cycle and deepening their understanding of what success looks like. You may repeat the cycle 2-5 times to build fluency.



WHOLE CLASS FEEDBACK (FROM WALKTHRUS)

Read through pupils' work	Note the strengths	Note areas for improvement	Give the feedback	Give improvement time
<p>This can be done during the lesson or at the end, ask pupils to leave books open to speed up the process. If after the lesson, it must be timely so feedback can be given next lesson, forming part of the flow of ideas in your teaching sequence.</p>	<p>Identify common areas of strength, note this down (this could be on a pro-forma if helpful – see Appendix 2). Be sure to feedback on strengths so these are reinforced and to prompt those not yet doing them. Record a few examples of excellent work to showcase.</p>	<p>Make a manageable list of common misconceptions, spelling errors, knowledge errors and other areas for improvement. As the feedback will be public, don't attach errors to pupils. Do note, however, those who may need additional individual feedback.</p>	<p>In the next lesson, hand back the work and present your feedback to the whole class. This could be in a presentation or using a visualiser. For some classes, a copy of the feedback sheet may be useful, but this is not necessary.</p>	<p>As soon as you have given the feedback, <u>give students time</u> to make improvements. They need to identify the common errors in their work and make improvements in line with the feedback. Seek out individuals for one-to-one feedback as needed.</p>



FEEDBACK AS ACTIONS (FROM WALKTHRUS)

Rather than a step by step guide, this strategy offers a 5 discrete options to consider.

Re-draft or re-do	Rehearse or repeat	Revisit and respond to more questions	Re-learn material and re-test	Research and record
<p>Linking to the above 3 strategies, give students time to improve a piece of work by repeating it one or more times. Either give specific actionable comments or ask pupils to compare their own work to exemplar work.</p>	<p>Ask pupils to focus on specific aspects of learning that they have already encountered, to improve confidence or fluency. Improvement through repetition can be secured in a range of contexts.</p>	<p>Instead of making corrections on a complex array of previous questions – a time-consuming endeavour, it can be quicker and more productive to re-teach some key elements and set a fresh set of questions. This can be a useful strategy following whole-class feedback.</p>	<p>Where pupils have been required to learn a specific knowledge area but have gaps in their recall, the feedback can be to identify which specific areas they find hard to recall and then re-learn these areas.</p>	<p>Perhaps suited to older pupils and to longer pieces of work, pupils' work can be improved using wider references. Feedback can be that pupils should do some focused research to include more ideas, texts, case studies or examples in their work, making an improved version of their original work.</p>

Guidelines

- Written feedback will be related to the LO and understood by the child.
- Achievements will be celebrated in a range of ways in order to motivate and encourage.
- Time will be built into lessons to ensure that feedback can be responded to.
- Staff at The Meadows will follow agreed approaches that can be found in the appendices.

Other types of oral and written feedback that staff may use include:







- Peer-assessment
- Self-assessment
- Marking against a success criteria
- Marking using a marking station
- Use of symbols (Appendix 1)

Monitoring

Monitoring of the strategies in this policy will be done through book scrutiny and learning walks. This will be done by the school's SLT and subject leads.

Marking and feedback key








Symbols

Pink dots 	Dots indicate where corrections or improvements are needed This will either be where the error is or in the margin.
Green highlighting 	LO partially met. Green highlighting of work to show of LO.
Green highlighting 	LO partially met. Green highlighting of work to show of LO. LO fully met.
	LO has not been met.
 Finger spaces	Finger spaces between words
CL	Capital letters
SP	Spelling error (write spelling correction 3 times) • • •
Λ	Something is missing
 Full stops	Full stops to demarcate sentences
R	Resources used to support learning
A	Adult support needed

If the symbol R or A has not been recorded, it will be assumed that the child has completed the work independently.

Appendix 2

Principles of Effective Teaching

	What and Why		How (core strategies)
Retrieval – Reteach	A method that checks the students have learned the material that you want them to know.	Questioning & Feedback → scaffolding	 Weekly/monthly review
Presenting New Material	A method of explaining new abstract information, which deliberately and explicitly links to examples and models that students have prior knowledge.		  Guided practice
Hinge Point	A method of gauging how well students have understood the new material. Reteach or move to independent practice.		 
Independent Practice	A method of allowing students to develop the automaticity needed for fluent application and recall.		 
Final Check			