

Ashton CEVC Primary School
Cosgrove Village Primary School



Feedback Policy

July 2022

*“Listen to advice and accept instruction, that
you may gain wisdom in the future”
Proverbs 19:20*

Introduction

At Ashton CEVC Primary School and Cosgrove Village Primary School, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking and the research surrounding effective feedback. Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Our policy is underpinned by evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- 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
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong

Key Principles

Our policy on feedback has at its core a number of principles. 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, and that teachers are able to gather feedback and assessments that enable them to adjust both their teaching both within and across a sequence of lessons. Therefore:

- The sole focus of feedback and any marking should be to further the 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 only be used where they are accessible to students according to age and ability.
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books with a tick.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Feedback and Marking in Practice

Type	What it looks like	Evidence
1. Immediate	<ul style="list-style-type: none">• Includes teacher-gathering of evidence eg, work on whiteboards• Often given verbally for immediate action• May re-direct the focus of the teaching or task set.• May include annotations to highlight specific areas.	<ul style="list-style-type: none">• Lesson Observations• Some evidence in books• Evidence on assessment sheets

	<ul style="list-style-type: none"> Any marking is completed alongside the children and is quick. 	
2. Summary	<ul style="list-style-type: none"> Takes place at the end of a lesson or activity. Provides an opportunity for evaluation of learning in the lesson. May be peer or self-assessment (purple pens) 	<ul style="list-style-type: none"> Lesson Observations Book Scrutiny Pre and Post Teach Sessions
3. Review	<ul style="list-style-type: none"> Takes place away from learning On some occasions involve written comments for the pupils to respond to May lead to targets being set for pupils' future attention or immediate action Provides teachers with opportunities for assessment Leads to adaptations of future plans 	<ul style="list-style-type: none"> Lesson Observations Book Scrutiny Adaptations to future teaching sequences Use of annotations to inform future lessons/groupings.

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As schools, we place considerable emphasis on the provision of immediate feedback. Excellent work should always be acknowledged with Team Points (Ashton)/Dojo Points (Cosgrove) or a head teacher's sticker.

Marking Approaches

All work will be acknowledged in some form by teachers/teaching assistants/HLTAs. This may be through simple symbols such as ticks, codes or stickers. Children should feel that every piece of work they produce has been valued and assessed by the teacher through one of the approaches listed above.

In EYFS and Key Stage One, review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with the children at the next appropriate opportunity.

In Key Stage Two, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well prepared for the next stage in learning, a comment may not be needed in books. In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

At Cosgrove and Ashton, all staff will make in green pen and children will self-mark, correct, edit and improve their work with purple pens where appropriate.

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