



Name of School	Branfil Primary School
Name of policy	FEEDBACK AND RESPONSE POLICY
Policy review date	October 2023
Date of next review	October 2026

Purpose

Every child needs constructive feedback on their work, focusing on success and improvement needs against the learning objectives. Feedback should enable children to become reflective learners, helping them to close the gap between current and desired performance.

Policy Development

This policy has been developed collaboratively with staff and informed through research. In November 2021, Year Leaders discussed with the SLT the impact of current practise and a SWOT (strengths, weaknesses, opportunities and threats) analysis was conducted. The EEF guidance report 'Teacher Feedback to Improve Learning' formed the basis of our research when developing the policy. Teaching staff were given a two-month trial period using various feedback strategies and, after this time, they completed a staff survey.

It was agreed that the policy would be followed in its entirety in Years 1-6. In Reception, staff will use relevant aspects of this policy, as appropriate.

What is teacher feedback?

'Information given by a teacher to pupil(s) about their performance that aims to improve learning' *Higgins S, et al.*

When giving this information teachers have a range of decisions to make.

- Feedback can focus on different **content**: the task, the underlying processes or pupil regulation.
- Feedback can be directed towards different **people**: to the whole class, to specific groups or just to individuals.
- Feedback will be delivered using the verbal **method**: either a detailed conversation or a quick verbal comment.
- Feedback maybe delivered at different **times**: during a lesson, after a lesson and preferably before the next lesson.

Before providing feedback, teachers will provide high quality instruction, including the use of formative assessment strategies (AFL). High quality instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning objectives (which feedback will aim towards) and to assess learning gaps (which feedback will address).

Aims

We feedback and respond to the children's work in order to:

- To provide guidance for moving the children's learning forward
- Show that we value their work, and encourage them to do the same
- Boost self-esteem and aspirations, using praise and encouragement
- Offer specific information on the extent to which lesson objectives and/or individual targets have been met
- Promote self-assessment, whereby they recognise their difficulties and areas for improvement and are encouraged to accept guidance from others
- Share expectations
- Gauge their understanding, and identify misconceptions
- Provide a basis for formative assessment and inform individual tracking of progress
- Provide the ongoing assessment that should inform future lesson planning
- Encourage children to develop ownership and take responsibility for their own progress and attainment.

Principles of effective verbal feedback

Verbal feedback should:

- Be manageable for teachers and appropriate to the age and ability of the child
- Be immediate or before the next lesson, although this may not always be possible for longer pieces of work
- Relate to learning objectives and/or success criteria, which must be shared with children from the outset
- Be clear, concise and focused
- Involve all adults working with children in the classroom and for those working with small groups outside of the classroom
- Give children the opportunity to become aware of, and reflect upon, their learning needs
- Give recognition and appropriate praise for achievement
- Provide clear strategies for improvement
- Have a positive impact on the quality of work
- Allow time for children to reflect and respond to feedback, so that pupil learning can progress and the feedback loop be closed.
- Engage children in their learning, wherever possible, through self and peer assessment
- Respond to individual learning needs
- Inform future planning and individual target setting
- Be consistent throughout the school
- Always be seen by children as positive in improving their learning
- Adapted to meet the different capacities of the children.

Effective Verbal Feedback Methods

“The important point is that the feedback is focused, is more work for the recipient than the donor, and causes thinking rather than emotional reaction.” *Dylan Williams (2018)*

- Detective activities

For example;

‘I think it would be better if two of these paragraphs were reversed. Find out which two I am talking about.’

‘There is a spelling mistake in this sentence. Work out what word it is.’

‘This answer isn’t correct. Can you work out the mistake you have made?’

- Whole-class feedback

The teacher may decide that providing whole class feedback is necessary, especially if many children display the same misconceptions. This could take place during the lesson time (mini-plenary) or before the next lesson after the teacher has looked at the books. Instruction may have to be adapted or repeated to ensure the learning is moving forward.

Teachers can deploy whole-class feedback with the aid of visualisers. Examples of work are shared and collectively discussed. Before showing the work, the teacher checks this is okay with the child and explains that this activity is positive and will help the rest of the children to improve.

- Class discussion of feedback

Class discussions should be used to explore, explain and clarify feedback. The teachers will provide opportunities for the class to collectively discuss the feedback before their next activity.

- Three questions

A teacher poses three focused questions at the end of a piece of written work. The pupils then respond to these. The questions may be adapted to meet the needs of the pupils.

- Correcting errors and editing work

Teachers may ask pupils to make specific corrections, proofread, edit and improve their work. Depending on the age of the children, teachers will use appropriate modelling to guide and steer this approach. The children use the success criteria shared at the beginning of the task to reflect on their work and make the necessary edits. All self-marking, corrections and editing will be completed in red pen.

- Redrafting via one-to-one verbal conferencing

This type of feedback is not given on all pieces of work and is most suited to writing tasks. The conversation process means that teachers can tailor feedback to individuals. After a feedback

conversation on how to take their writing forward, the children redraft their responses as a final version.

- Focus group verbal feedback

After providing whole class quality instruction, teachers plan to support individual children or a focus group. During this time, the teacher can engage in feedback conversations that move the learning on, ensuring that questioning encourages deeper thinking and fosters independence.

- Targeting verbal feedback at the learning intentions

Verbal feedback should use the language explicitly set out in the success criteria to provide a targeted and focused discussion

- Action points

Pupils could be encouraged to write down a summary of the actions or goals resulting from a detailed verbal conversation. Time must then be given to act on this feedback and close the feedback loop.

A teacher may make use of post it notes to record actions to serve as a reminder for the teacher and/or the child.

- Modelling mistakes

The teacher could model making mistakes and how to receive feedback in a positive way. This will enable the children to recognise how we can use mistakes to learn, how we can use feedback to move our learning forward and strategies for what they can do to help themselves.

Preparing for feedback and response

Teachers use their professional judgement to decide how and why feedback method is used.

Teachers read children's work during and after each lesson. Teachers can write models, scaffolds and prompts in a child's book and this must be recorded in **green** pen.

Possible strategies for managing verbal feedback

- Teachers can organise work into piles (not achieved, working towards, met or exceeding) to plan differentiated feedback. Notes can be made on post-it notes as prompts for the teacher.
- Teachers can ask the children to self assess their understanding of the Learning Objectives and place their own work in a pile (I need more help/I understood the lesson/I have mastered this skill). Teachers can then check the children's decisions and verbally address their needs.
- Teachers can look at the work produced then either provide whole class verbal feedback, create a focus group for the next day and provide verbal feedback, or hold 1:1 feedback conversations.

Self-Assessment and Peer Assessment

At Branfil we aspire to foster independent learners who possess a clear understanding of their learning journey and can actively expand their own skills and knowledge, impacting on their progress.

'Self and peer assessment are important aspects of assessment for learning practice... Assessing their own work or that of others can help pupils develop their understanding of learning objectives and success criteria. Research has shown that pupils make more progress when they are actively involved in their own learning and assessment.' (NFER 2012)

Children should self-evaluate wherever possible. Children should use agreed success criteria to guide their assessment judgements and comments. The plenary at the end of the lesson, or the 'mid-plenary' during the lesson, can then focus on this process as a way of analysing the learning. Where self-assessment has taken place, children will make their work in red pen. More able children may record their self-assessment comments if this is considered beneficial to refer to in the future.

During lessons, children will sometimes be asked to discuss their work in pairs. The following points are important:

- Children need to be trained to do this, through modelling with the whole class and in pairs
- Children should, alternately, point out what they like first and suggest ways to improve the piece against the learning objective (the 3:1 success to improvement ratio should be followed, to avoid over-criticism)
- A dialogue will be encouraged between children rather than taking turns to be the 'teacher': they should discuss each other's work together (e.g. *'I think this bit really shows how that character feels, what do you think?'*).

Possible strategies for Peer Assessment

- Pen of Power/Voice of Power – children work in pairs, with one book on top of the other. The child whose book is being looked at has the pen of power and the partner has the voice of power. They work together to edit and improve the work with a focus on the success criteria. The child with the pen/pencil can write in their own book and make the amendments based on the advice given by their partner.
- Teachers provide sentence starters and model peer assessment feedback, to ensure that peers assessment is focused and avoids comments that doesn't move the learning forward.

Where peer assessment has taken place, **PA** will be recorded in red pen the margin to indicate this. More able children may record their peer assessment comments if this is considered beneficial to refer to in the future.

Reflections

At the end of some lessons children could be asked to record some reflections about their learning. These reflections will be recorded in red pen.

Organisation (KS1 and KS2)

- Teachers/TAs should be working with a focus group but taking occasional walks around the room to check the progress and understanding of other pupils during the lesson who are working independently. During this time, the teacher/ TA may tick or add brief comments into children's books to reflect the verbal feedback. It would be expected that there would be more green pen evident in the focus group children's books as they will be receiving high quality feedback and support throughout the session.
- The teacher may leave the focus group briefly to check the progress of children working independently. If verbal feedback is provided, then the teacher may add a brief intervention note in the child's book, but this work would still be considered independent work since adult intervention has not been sustained.
- Teachers can mark work during the lesson with a green pen.
- The teacher works with children according to need; however, he/she will ensure that he/she works with every child at least once a fortnight.
- Where possible, children should be encouraged to self-mark or peer-mark so they have ownership of the process; this needs to be reflected in planning, where appropriate.
- Teachers should check all children's self-marking to ensure that it is accurate.
- SEN children or children who are unable to self-mark may need an adult to support them in marking their work. Adults should do this in green pen. If an adult is supporting a child to self-mark, they may add a comment to say 'supported marking' if the child is marking their work in red but with adult support.
- All work must be engaged with either by a child or an adult in red or green pen.
- It is positive when there are signs of adult feedback in books helping to address misconceptions or challenging more able children. For example, a teacher may write a calculation or prompt phrase/word in a book.
- Although sometimes children will write a response/ complete a task in their books with scaffolding provided by the teacher, this does not always need to be the case. The teacher may unpick a misconception using a practical method such as place value counters. In which case the child or adult may write a comment like 'practiced with place value counters' in the book instead.
- Staff in KS1 continue to use sentence starters to reinforce self-reflection for all pupils.

Organisation (Reception)

- Oral feedback is given throughout activities/tasks. When reviewing physical work, staff model sentence starters to encourage pupils to identify their own strengths and next steps: "I like the way you..." and "Next time you could..." Staff then encourage peers to use these for peer feedback when sharing work.
- During interactions in the environment, staff will use a variety of strategies to move the children's learning forward, including questioning, modelling, explaining, challenging, facilitating and querying.
- Observations are collected on Target Tracker during learning time. Once a term children participate in a focus week where their progress is reviewed, and specific targets are set.

Feedback is then given to the parents/carers and copies of all notes and observations are kept in the child's individual learning folders. This information is used to inform future planning and built on during interactions.

- Where adults give specific feedback on pieces of work, they use a **green** pen. Children will be encouraged to use their phonics knowledge to spell words and phonetically plausible attempts at words will be celebrated despite this not following conventional spelling rules.

Organisation (Year 1)

- Oral feedback is given throughout activities/tasks.
- Where adults give specific feedback on pieces of work, they use a **green** pen.
- When giving feedback during focus groups adults are looking for capital letters, full stops and phonetically plausible attempts at spelling words. Common exception words for Year 1 need to be spelt correctly.
- When making corrections, the adult will circle the missing capital letter or full stop in **green** pen. Incorrect spellings will be underlined in **green** pen. Missing words will be marked with a **green arrow**. Children are to edit these mistakes with a **red** pen.
- When giving feedback in Maths books, incorrect answers will be dotted with a **green** pen. Children are to make corrections with a **red** pen.
- When working as part of a focus group, the adult will annotate "T" for teacher or "TA" for Teaching Assistant to show who the children have been working with. A ratio will also be added to show how many were in the group. "I" means the children worked independently. "S" shows that a child had been supported along with a brief comment to show where the support was given for example "Sentence structure" or "Segmenting". "GW" shows that the work was completed as a guided write.

SEN children or children who require additional support

- Follow strategies used in Year 1 (See above)
- If an adult is providing 1:1 or small group (1:6) support for children with SEN/ low attaining pupils, staff should write the ratio of support with an 's'. This is not required if the feedback is low level and the child is mostly working independent.

Review

This policy is kept under constant review to ensure that it supports good progress for all children. It will be formally reviewed in October 2026 following thorough evaluation of impact by staff and pupils.