



## Poulner Junior School

### Feedback Policy

Written by: Mrs Jo Randall (Head Teacher)

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| Version | Reviewed  | Ratified | Description of changes                                      | Signature |
|---------|-----------|----------|-------------------------------------------------------------|-----------|
| 1.0     | August 24 | 5.9.24   | New policy written to reflect school's approach to feedback | JR        |
|         |           |          |                                                             |           |
|         |           |          |                                                             |           |
|         |           |          |                                                             |           |

**Next Review Date:** Spring Term (2026-2027)

**Review Frequency:** 3 years

**Other Documents referred to:** n/a

# Feedback Policy 2024

## Introduction

*'Feedback is one of the most powerful influences on learning and achievement'*

Hattie quote from March 2007

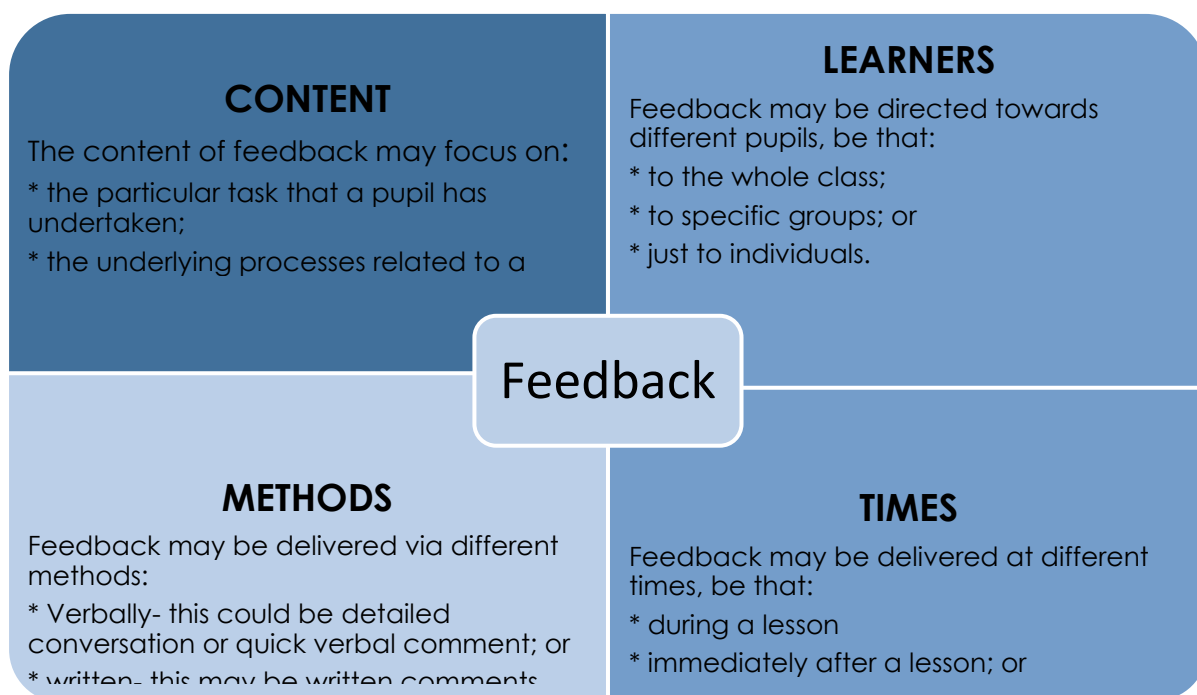
Since Hattie's publication, feedback continues to be recognised as one of the most important factors in supporting children's progress. There is however, a renewed focus on the principles of effective feedback.

These three principles state that teachers should:

- 1. Lay the foundations for effective feedback, with Quality First inclusive Teaching that includes careful formative assessment.**
- 2. Deliver appropriately timed feedback, that focuses on moving learning forward, by bridging the gap from what is understood and what is aimed to be understood; and, crucially;**
- 3. Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.**

This policy sets out Poulner Junior School's understanding of feedback and how it can be used with clarity to support engaging and Quality First inclusive teaching and learning. Feedback may come from a range of sources, be that peers, pupils themselves, parents and teachers. Based on the teacher's decisions to provide feedback in a variety of ways. Feedback can:

- Focus on different content
- Be delivered in different methods
- Be directed to different learners; and
- Be delivered at different times.



## Feedback Principles

### 1. Foundations for effective feedback

- At Poulner Junior School, teachers should ensure that before they provide feedback, that they have given high quality instruction, including the use of formative assessment strategies.
- Formative assessment strategies are required to set learning intentions and to assess learning gaps.

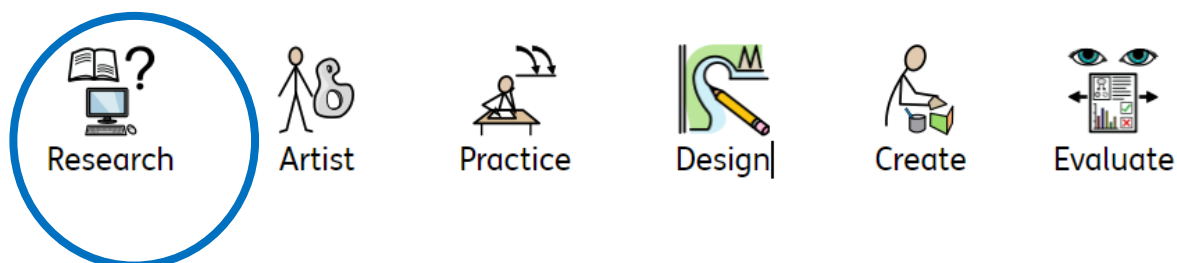
#### Key strategies of formative assessment (William, 2018)

| Where the learner is going |                                                                                | Where the learner is right now                                  | How to get there                       |
|----------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------|
| Teacher                    | Clarifying, sharing and understanding learning intentions and success criteria | Eliciting evidence of learning.                                 | Providing feedback that moves forward. |
| Peer                       |                                                                                | Activating learners as instructional resources for one another. |                                        |
| Learner                    |                                                                                | Activating learners as owners of their own learning.            |                                        |

Clarifying, sharing and understanding learning intentions and success criteria

All learning is developed and aligned to the National Curriculum expectations and statutory requirements. Learning journeys are developed to reflect the critical content and to ensure that skills and knowledge are taught in a progressive and meaningful manner.

All lessons and all subjects will include a visual and verbal update as to the pupil's learning journey within the topic, ensuring that they understand how the learning is relevant and how it builds into a larger picture of learning. This explicit approach will support pupils to make clearer links to previous learning and schemata.



Learning Intentions reflect what will be taught or learnt in that lesson. They use Blooms Taxonomy of verbs to ensure that they are specific. Learning Intentions are designed to ensure that the learning can be broken down into progressive steps of learning, referred to as success criteria.

Each lesson will use success criteria grids to support the pupils to understand the elements that will be needed for them to meet the learning intention. The points will be incremental, with the first statement reflecting the critical skill or knowledge that all pupils are expected to achieve.

The success criteria grid will also provide an opportunity for the pupils to self-reflect, peers to comment as well as giving opportunity for the teacher's written feedback.

| <b>IALT: draw body proportions</b>              | <b>Pupil</b> | <b>Peer</b> | <b>Teacher</b> |
|-------------------------------------------------|--------------|-------------|----------------|
| • Identify and draw the main body sections      |              |             |                |
| • Draw bodies including joint circles           |              |             |                |
| • Draw bodies in a range of positions           |              |             |                |
| Own target: <i>(for English and maths only)</i> |              |             |                |

Eliciting evidence from pupils might include:

- Effective questioning
- All pupil response approaches and systems
- Carefully designed tasks

## **2. Appropriately timed feedback that focuses on moving learning forward**

- Teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.

- Feedback will focus on moving learning forward, targeting the specific learning gaps that pupil's exhibit. Specifically, it may focus on the task, subject, and self-regulation strategies.

### **3. Planning for how pupils will receive and use feedback**

- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness.
- Teachers should implement strategies that encourage learners to give and receive feedback and should monitor whether pupils are using it effectively to make improvements.
- Teachers should teach pupils to receive, interpret and use the feedback provided.

## **Feedback Methods**

### **Purposeful, time- efficient, written feedback**

- Written methods of feedback including written comments, marks, and scores, can be used to improve attainment.
- Written feedback should be timed appropriately, focus on the task, subject, and/or self-regulation, and used by the pupils.

### **Effective written feedback may include the use of:**

- Live marking during the lesson
- Coded marking:

### **VF- Verbal feedback given**

### **SP- spelling**

### **//- New paragraph needed**

- Thinking like the teacher - pupils self-reflect and revise their own learning
- Written comments that recognise where learning has been met with clarity and guidance to extend thinking further or to revisit learning where required.

**Pink ink for positive learning feedback**

**Green ink for developmental learning feedback**

**Purple ink used by the pupil for editing and own responses**

## **Verbal feedback**

- Verbal feedback can improve pupil attainment and can be used as a more time effective method of feedback.

#### **Effective verbal feedback may include the use of:**

- Targeting verbal feedback at the learning intentions
- Action points
- Verbal feedback using a visualiser
- Video or audio recording

#### **Planning how pupils will receive and use feedback**

Receiving feedback will be dependent on:

- Pupil motivation and desire for feedback
- Self-confidence and self-concept
- Trust in the teacher; and
- Working memory

Preparing pupils for feedback:

- Discussing the purpose of the feedback
- Modelling the use of feedback
- Providing clear, concise and focused feedback
- Ensuring pupils understand the feedback given

Post-feedback opportunities used to ascertain the impact of the feedback may include:

- Detective activities
- Class discussion of feedback
- Three questions
- Correcting errors and editing work
- Completing similar problems with feedback in mind
- Redrafting work

Teachers should also utilise the feedback to review their own current practice and provide guidance to inform how the topic is taught the following year.

#### **Subject specific feedback approaches**

| <b>Subject</b> | <b>Written feedback</b>                                                                                                                                                                                                         | <b>Verbal feedback (VF)</b>                                                                                |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>English</b> | Throughout the learning journey, green used to correct/highlight fundamental skills e.g. punctuation, sentence structure, spelling- every child checked.<br><br>Additional pink or green comments used at teacher's discretion. | Verbal throughout all lessons.<br><br>During the evaluative and improve lesson- verbal comments and use of |

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                     | <p>Pupil/peer/teacher to tick against the success criteria for each lesson.</p> <p>Final outcome of written piece- pink in the margin of elements seen.</p> <p><i>** Use of feedback sheet at the end of each lesson for teacher use in order to close gaps for next lesson- this will not be evident in books through green pen, but will be evident through progression of pupil's learning.</i></p>                                                                                                                                                                                                                                                                                        | visualiser to discuss common threads.                                                                                                                                                                       |
| <b>Maths</b>                                                                                        | <p>Throughout the learning journey, green used to correct/highlight fundamental skills e.g. number formation/reversal, rest of learning journal is not marked.</p> <p>(purple pen only to be used for green highlighter correction in Maths Journals.)</p> <p>Daily retrieval tasks marked by pupils themselves/peers in purple pen.</p> <p>Additional green comments used at teacher's discretion in maths workbooks or Maths Journal to support learning during the lesson.</p> <p>Workbook self-marked by pupil and corrections made.</p> <p>Reviews (40 mins)- marked by pupils or teacher and reviewed by teacher to inform review follow up lesson at a later date within the week.</p> | Linked to discussions with pupils and during Explore, Master and then with individuals or small groups during guided and independent.                                                                       |
| <b>Science</b><br><br><b>History</b><br><br><b>Geography</b><br><br><b>Modern Foreign languages</b> | <p>Pupil/peer and teacher mark against the success criteria each lesson.</p> <p>Pink and green at the teacher discretion.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Clarifying explanations and meaning from pupil's contributions.</p> <p>Specific praise or feedback linked to IALT</p> <p>Peer feedback- feedback to be linked to IALT and linked to teaching points.</p> |

|                                                       |                                                                                                                           |                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Computing</b>                                      |                                                                                                                           | <p>Acknowledge problem solving skills when creating and debugging algorithms.</p> <p>Acknowledge where pupils have made links between learning concepts. E.g. online safety.</p> <p>Peer feedback linked to success criteria project end goals.e.g. information technology</p>     |
| <b>Art and Design</b><br><br><b>Design technology</b> | Own and peer reviews linked to the overall unit intentions.                                                               | Opportunities throughout lessons for peer and teacher feedback to reflect and improve ideas.                                                                                                                                                                                       |
| <b>PSHRE</b>                                          |                                                                                                                           | Validating pupils' comments within discussions and additional questioning in order to clarify or extend thinking.                                                                                                                                                                  |
| <b>PE</b><br><br><b>Music</b>                         |                                                                                                                           | <p>Acknowledge decisions in practice/performance and explaining why.</p> <p>Specific praise or feedback e.g. what was effective and to improve further you need to ...</p> <p>Peer feedback- following performance reviews- feedback to be linked to IALT and teaching points.</p> |
| <b>RE</b>                                             | Linked to the 'assessment' session within the unit. Feedback should relate directly to the specific skill being assessed. | Validating pupils' comments within discussions and additional questioning in order to clarify or extend thinking.                                                                                                                                                                  |

|                                     |                                                                                                                                                                                                                                                     |                                                                                                               |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Spelling across all subjects</b> | <i>Maximum of 3 spellings to be highlighted for correcting. Priority to those most common words where spelling is weaker.</i>                                                                                                                       |                                                                                                               |
|                                     | <b>Written feedback</b>                                                                                                                                                                                                                             | <b>Verbal feedback</b>                                                                                        |
| <b>Level 1</b>                      | <p><b>Teacher:</b> Underline the spelling, write 'SP' in the margin and write the correct spelling at the end of the piece of work using cursive script.</p> <p><b>Response:</b> the pupil will write the correct spelling in cursive script as</p> | Teacher and pupil discussion linked to terminology, etymology, morphology, phonic and spelling rules, syntax. |

|                |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                | modelled by the teacher and they will copy the words into their personal spelling list in their Home School diary.                                                                                                                                                                                                                                                                                            |  |
| <b>Level 2</b> | <p><b>Teacher:</b> Underline the spelling, write 'SP' in the margin.</p> <p><b>Response:</b> Pupil to identify the correct spelling either through own knowledge or using resource to support. Pupil to write it 3 times underneath their work and copy the word into their personal spelling list in their Home School Diary.</p>                                                                            |  |
| <b>Level 3</b> | <p><b>Teacher:</b> Write 'SP' in the margin on the line where spelling is not correct.</p> <p><b>Response:</b> Pupil to recognise the word that is not spelt correctly. Pupil to identify the correct spelling either through own knowledge or using resource to support. Pupil to write it 3 times underneath their work and copy the word into their personal spelling list in their Home School Diary.</p> |  |

Where the teacher is giving feedback on punctuation, this will be focused on a maximum of 3 sentences and will be highlighted to the pupils using the green highlighter.