



Trinity and St. Michael's

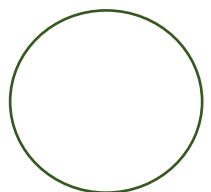
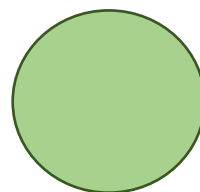
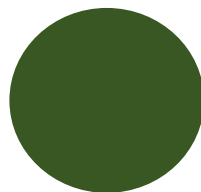
Feedback Policy

I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you.
Psalm 32 Verse 8

Do everything in



1 Corinthians 16:13-14





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1.1 - Introduction

Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.

EEF Teacher Feedback to Improve Learning 2021

Quality feedback has the biggest impact on learning. The raising of standards involves focusing beyond what children learn to how they learn and how teachers intervene in this process. At Trinity and St Michael's (TSM), we create an environment that children are receptive to feedback. Learners are encouraged and challenged to achieve. Verbal feedback, reaction to work is seen a structured part of every session. At certain points, where we feel it is effective to do so, teachers will write in books to feedback on children's learning. This policy will outline in more detail the *types of feedback* that will be the most effective in our classroom practice and will document our flexible approach to the practical ways in which we can develop the teacher/pupil dialogue is developed at Trinity and St Michael's.

1.2 - Current Ofsted Guidelines

Ofsted will not:

- *Use work scrutiny to evaluate teachers' marking.*
- *Specify the frequency type of volume of feedback.*
- *Require schools to ensure a particular frequency or quantity of work in pupils' books or folders.*

Point 22, Evaluating the quality of education, of Ofsted Inspection Handbook



2 - Principles of Successful Feedback

At TSM we have based our feedback policy on the findings of the Education Endowment Foundation. The principles found in this section are centred around the first 3 principles found in the paper *Teacher Feedback to Improve Pupil Learning*.

2.1 – Laying the Foundation for effective feedback

Before providing feedback, teachers should provide high quality instruction (see Teaching and Learning Policy for more detail). To help support high quality instruction, teaching will be summarised into lesson ‘Steps to Success’ which will be shared with all pupils. Initial high quality instruction and pedagogy will reduce the work that feedback needs to do; summative and formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

2.2 – Time Feedback Appropriately

Teachers will judge whether 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 pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. **Feedback that focuses on a learner’s personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective, be this in written or verbal form.**

2.3 – Create an Environment for Feedback

Most effective feedback given is given at class level. If one pupil has displayed shortcomings in one area of their learning, there is every likelihood that other pupils are having the same issues. With this in mind, teachers are encouraged to feedback constantly at regular intervals at a class level. However, the style and manner in which this is done must be given consideration – teachers will accentuate positives and ensure praise is accompanied with next steps whenever doing this. The style in which this is done sets the tone for learning in class. Pupil motivation, self-confidence, trust in the teacher, and their capacity to receive information will impact feedback’s effectiveness.

Regular feedback ensures that the process becomes part of everyday parlance in every lesson/learning session.

2.4 – Method of Feedback

Every teacher will use a variety of feedback methods, focussing heavily on feeding back verbally. A mix of ‘live’ marking, use of airplay, targeted questions and coded marking mean teachers have a wide range of methods. This ensures they are able to choose the most pertinent feedback option to the situation.

For more information on this, see Section 3.



3 – Methods of Feedback

Feeding back to pupils and marking is something that **all adults in class have responsibility** for, not simply teachers, and in some year groups it is also appropriate for pupils to feedback to themselves and their peers.

3.1 – Whole Class Verbal Feedback

Verbal is the most common form of feedback at TSM, be this as a whole class or in smaller groups (see 3.2). Whole class verbal feedback at our school is seen in two forms:

Reactive whole class verbal feedback: Adults in class are reacting to learning in the moment. With the Learning Objective as guidance, adults will use their questioning to lead the learning in the way in which they feel is appropriate. As this is done, through discussion with pupils and through effective use of whiteboards and ipads, adults in class will react and feedback to misconceptions and errors *while, at all times, accentuating positive examples found in the class.* We do not expect whole class verbal feedback to be noted in books.

e.g. During a Nearpod session, the adults in class are able to see all children's work on their screen and they note that many are not including a comma when using two adjectives to describe a noun. The teacher will stop the session at this point, show examples of this misconception, address this, model how it is done correctly and give children a chance to practise this.

Effective Reactive Whole Verbal Feedback will follow this pattern: ADDRESS misconception, MODEL good practise and give children a chance to PRACTISE.

Planned whole class verbal feedback: Planned whole class feedback is a two step process.

Step 1 - Adults in class collect and reads all pupils' work, noting down common misconceptions, common errors, main areas to improve, main things pupils are doing well and any good examples of work to share with the class. This can be notes on a separate piece of paper or the teacher may choose to note some of what is found inside the child's book though this is not an expectation.

Step 2 - In the next lesson, the teacher shares this information with the class. This may be done through photocopied examples, putting examples on the board or planned examples created by the teacher. *Teachers should ensure they are accentuating positive elements found in work and recognition of the application of prior learning as well as what can be improved as a whole class.*

e.g. Following a session where children were asked to write a paragraph describing a character in their books, the teacher looks at all the children's work at the end of the day. It is noted that there is still an issue with using a capital letter at the start of the word when writing the character's name. The teacher takes a photo of two pieces of work that demonstrate this so they are able to show the children how to correct this error at the start of the next session. The teacher also creates a Notebook which gives children an activity to see if they can spot the words that require a capital letter.

As with reactive verbal feedback, planned verbal feedback follows the pattern: ADDRESS misconception, MODEL good practise and give children a chance to PRACTISE.



3.2 – Verbal One-to-one/Small Group Feedback

Much like whole class verbal feedback, feeding back one-to-one or in a smaller group comes in two forms: Reactive and Planned.

With **Reactive one-to-one feedback**, adults in class react to the learning taking place in front of them. If an issue is found that does not require feedback at a class level, an adult in class may find it more beneficial to take an individual or a small group.

e.g. The children are working on adding using a numberline. While walking around, the teacher notices child A is struggling to apply their number bonds knowledge to the method. The teacher asks the TA to take this child out for 5-10 minutes to address this misconception. The TA explains that they noticed child B is also struggling with the same issue, and feels they could benefit with the session. Both children are taken out. The TA starts by noting the issues, modelling how to address it and then giving the children a chance to practise what they've learnt.

Effective one-to-one verbal feedback always follows this pattern: ADDRESS , MODEL , PRACTISE

With **Planned one-to-one feedback**, while looking through books, teachers may find an issue that only needs to be addressed with one individual (or a small group) and may take that child/children to one side (or out of class) to address this issue. The method in which this is addressed is decided by the adult: it may take the form of work on whiteboards, writing in books or simply a discussion. There is no expectation with both reactive and planned one-to-one/small group feedback that it be noted in books.

e.g. Following a Key Skills' session, the TA in class has spotted child A has not answered an equivalent fraction question correctly twice in a row. The TA decides to take the child to one side at the start of the day (during morning challenge) and talk them through the misconception.

Effective one-to-one verbal feedback always follows this pattern: ADDRESS , MODEL , PRACTISE

3.3 – 'Live' Marking

Live marking is done through use of an airplay function on the ipad during a live lesson to review a model answer or a pupil's work as a class. This could be done to either identify strong elements for others to see and use to reflect on their own work, or to highlight areas to improve. Pupils should then use this to improve their own work. As pupils complete work during the lesson, the adult in class views individual work (using an ipad), and points out strong elements, recommends improvements or highlights an error. Pupils then improve their work immediately.

The adult in class may look to find an example that displays a common misconception in class – this will be made clear to children if this is done. There is no expectation that live marking is noted in books.

e.g. Children have been asked to write a modern version of a parable in RE. As a mini-plenary, 15 minutes into their writing, the teacher decides to run a 'Live' marking session using a child's piece of work. The teacher uses airplay to take a photo and show the child's work on the board. They are able to annotate using the feature on their ipad. The teacher does not necessarily pick out every issue (this child has a particular issue with spelling) but ensures that they discuss the learning objective, picking out glaring writing issues as well as emphasising the positives in the standard of writing. The teacher then decides to do this with another child's piece of work and asks the children to go through the same process they have just done on the board. Finally the teacher may ask children to do this with their own piece of work, having modelled how to mark effectively.



3.4 – Peer Feedback

Peer feedback is done most effectively 1:1 but adults in class may decide to do this in small groups. In order for peer feedback to be effective there are a number of conditions that need to be in place if the process is to be effective in raising achievement.

- The purpose of peer feedback needs to be clear to adults and pupils in class.
- The classroom ethos needs to be supportive.
- Pupils need training in the process (it is expected that peer feedback follows a session of live marking as this models to pupils how to feedback effectively).
- Teaching and learning needs to be interactive.
- Teachers may find peer feedback is effective when children are working creatively (e.g. art/DT etc.)

If peer feedback has taken place in a lesson it is likely there will be evidence of this in books, however, there is no expectation that peer feedback is noted in books.

e.g. Children have been asked to write a diary as an Anglo-Saxon warrior travelling over to Britain. Following 20 minutes writing, the teacher decides to have a mini-plenary. The teacher MODELS how to mark effectively (possible using Live marking or a pre-made piece of work) and explains that, as a class, we are looking to see if we are using relative clauses in our work. Following this modelling, the teacher asks children to swap their work and do the same process that has just been shown. The teacher then ensures children are given a minimum of 3 minutes to feedback their findings to the child whose work they were marking.

3.5 – Steps to Success/Self-Reflective Feedback

Adults in class may scaffold children's learning to be self-reflective. A key way in which this takes place is by providing the children with a clear list of steps to success to refer to as they look through their work.

- Steps to Success checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.
- Steps to Success will be visible on the class learning board during a lesson.
- Steps to Success will make every effort not to demonstrate how skills are done but rather remind children to use these skills; make every effort not to spoon-feed children what they need to do.

There is no expectation that self-reflective feedback is noted in books.

e.g. As the children are about to write independently in their writing books, the teacher hands out a list of what they are expected to include in their work. All the elements on the list the teacher gives out have been covered during the lesson (or the lessons leading up to this one). The teacher goes through each one before asking the children to glue this at the top of their book (or they may ask them to keep it to one side so it is always there to be referred to). After 10 minutes, the teacher stops the class and demonstrates how to use the Steps to Success sheet by 'Live' Marking a piece of work. Then, every following 10 minutes, the teacher stops the children with their writing and asks them to fill in their Steps to Success sheet (this may be done as a tally or a tick-box).

For example of how Steps to Success sheets may look, see 3.5a.



3.5a Steps to Success Examples

Steps to Success - Maths		
Objective: To learn how to find a perimeter		
Context: Irregular Polygons		
1. Remember the perimeter is the distance round the shape.		
2. Find the length of each side.		
3. Add the lengths of each side together, ensuring all sides are in the same unit eg. mm,cm,m,km		
4. Remember to add the unit of length to your total		

Steps to Success - Writing		
Objective: To write a formal letter to persuade		
Context: Sea World		
1. First paragraph: explain what your letter is about.		
2. Use at least 2 different connectives.		
3. Include no more than 2 rhetorical questions.		
4. In the last paragraph, summarise your main points and demand compensation.		

Steps to Success - Art		
Objective: How to use water colour paints to create a 3D effect		
Context: Poppies		
1. Use only red, orange, black and white and green.		
2. Make sure the brush is not too wet.		
3. Select the correct brush size for size of paper/poppy		
4. Complete one petal at a time.		
5. Use dark paint on overlapping edges.		
6. Work quickly and blend colours while they are still wet.		

3.6 – Written Feedback

Where and when appropriate, written feedback does happen at Trinity and St Michael's, however, the driving focus is always in giving timely, verbal feedback rather than writing down findings. There are certain exceptions where feeding back in the written form is the most effective way. It is expected that when written feedback is given, teachers will give time in their lesson for the children to read and ask questions on feedback given. Written feedback to children is found from Year 2 to 6.

There is no expectation that in Year One or Year R ANY written feedback happens in this way. The teacher may wish to mark for the benefit of adults, but teachers will NOT mark for it to be read by pupils.

Where is written feedback found at TSM?

Maths Key Skills: Maths Key Skills takes place every week, starting in Year Three. During Maths Key Skills, pupils are asked 25 questions on a range of topics in their Maths curriculum. Each child works on a 'Stage' ranging from Stage 1 to 7. Teachers will mark these pieces fully each week, giving children an area they have worked well and an area they feel they need to improve. Marking in Key Skills will be done in green and pink.

While marking, adults will follow our Marking Code (see 3.6a/b).

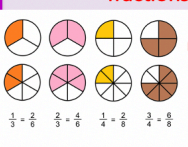
Green – Anything written in green is what has been done well during the session. This comment must be specific to a skill the children have demonstrated and must not be a generic comment such as 'Well Done'.

e.g. While marking Key Skills, the teacher has found the child has got all of their fraction questions correct. The teacher circles these questions in green and writes: 'Superb work in showing your fraction knowledge!'

Pink - Anything written in pink is where the pupil needs to focus, addressing a misconception or giving a child their next steps. It is expected that what is found in pink must have an interactive element for the child to engage with. This is normally a question similar to the one explained in pink.

e.g.

Q15. Equivalent fractions are fractions that are the same size.



To work out equivalent fractions, if we multiply both numbers by THE SAME number, it will make an equivalent fraction! E.g.

$$\frac{1}{7} \xrightarrow{\times 5} \frac{5}{35}$$

Circle the equivalent fraction to $\frac{1}{5}$

REMEMBER times the top and bottom by THE SAME NUMBER to make an equivalent fraction.

$\frac{4}{8}$

$\frac{4}{20}$

$\frac{7}{20}$

Marking English Writing: Writing in English

During the 'writing phase' of the teaching sequence, all books are marked one-to-one with an adult in class. This takes the structure of a 'Live Written Feedback' session where the adults will use pink and green pen/highlighter to note areas where the pupil has succeeded and pink to note areas for development.

While marking, adults will follow our Marking Code (see 3.6a/b).

Green – Anything written, underlined or circled in green shows where pupils have demonstrated the skills the adult wants to see in their work. This comment must be specific to a skill the children have demonstrated and must not be a generic comment such as 'Well Done'. Teachers must take a child's ability into account when finding areas they have done well; for some pupils, using capitals letters at the start of sentences is worthy of a green comment, for others we may be looking for something trickier such as the use of semi-colons.



e.g. While marking, it is clear a child has improved in the use of their expanded noun phrases and is choosing some interesting adjectives when describing nouns. The teacher would write.

'Some superb adjectives used in your work and I'm very impressed that you've remembered to use commas when using more than one adjective to describe a noun!'

Pink – When looking for areas to highlight and comment in pink, the teacher must start by looking at basics (capital letters, full stops, finger spaces) before checking if more complicated aspects are being done correctly/achieved.

If the teacher is struggling to find an issue, it is important they think carefully about the skills NOT on display that a child is expected to know in their year group.

When a teacher has decided upon a comment to make, it must be written in a clear, concise way. It is then good practise to give the pupil a small task based around what has been found, however, this is not an expectation as, sometimes, a teacher may decide it is more effective to discuss the issue with the child. If this is the case, the marking code must be followed (see 3.6a/b) and VF put next to the pink comment.

e.g. If a teacher finds that fronted adverbials are an issue, they may write:

Just make sure you are putting a comma each time you use a fronted adverbial such as 'suddenly' or 'out of the blue'.

Add commas to the sentences below:

Quietly he walked across the room.

Tomorrow I will eat all my lunch.

3.61 – 'Live' Written Feedback





With 'Live' Written Feedback, adults follow all the guidance outlined under Written Feedback (3.6) but mark with the child, talking through their marking as they go and asking the pupil to contribute. Adults may find this a more effective way of getting any findings across and it allows them to model what they are looking for.

'Live' Written Feedback does not need the same depth of marking as Written Feedback (3.6) as the teacher is able to discuss much of what is being found with the child. 'Live' Written Feedback should follow the marking code (3.6a/b).



3.6a – Marking Code: Our Writer's Code Year 3,4,5,6

No Red pen is to be used on the children's work. Blue/Black/Green Pink.

Symbol	Details
	Missing or Incorrect Capital Letter The letter which should / should not be a capital is circled.
	Missing punctuation A piece of punctuation is inserted in a circle.
	Incorrect punctuation A piece of punctuation is inserted in a circle with a diagonal line.
//	New paragraph Symbol is inserted where a new paragraph is needed.
Sp	Spelling Mis-spelt high frequency word or topic related word is underlined. Sp is written in the margin. Pupils must either write out 3 times, or be given time to find the correct spelling. The correct spelling must then be transferred to the pupil's individual spelling log book .
^	Omissions The symbol ^ indicates where something has been missed out.
	Correct Answer Ticks indicate good examples of either 'wow' words, good connectives, sentence starters or punctuation.
°	Incorrect Answer The answer is incorrect and needs to be attempted again.
°c	Corrected Answer
<u>Green Line</u>	Examples of well written phrases Eg similes, metaphors, descriptions etc. Highlighted using a green highlighter.



3.6b – Marking Code: Our Writer's Code EYFS/KS1

No Red pen is to be used on the children's work. Blue/Black/Green/Pink.

Symbol	Details
G	Guided Work
I	Independent Work
S	1:1 Supported
vfg	Verbal Feedback Given
	Objective Achieved
	Green Colour – What I'm looking for - objective
	Have a look – Next Steps



3.7 – Foundation Feedback

Structured planning is crucial to good feedback in foundation subjects. Giving time during each lesson to measure children's understanding is of utmost importance. Discrete time is planned in each foundation lesson to measure understanding and progress as well as discrete time, each term, to assess understanding of end points.

Each foundation lesson starts with the teacher giving a form of verbal feedback around the previous session. It is expected that the teacher has looked at any work done in the previous lesson and noted areas the pupils need to improve. During this point, it is not expected that staff write in books as we consider this an inefficient use of time. Far more effective is for staff to feedback their findings verbally at the start of the following session (using the 'Feedback Slide' demonstrated below). School has provided an example 'Feedback Slide' to demonstrate good practice with this. This slide includes TWO sections – What have we learnt so far is completed by pupils at the start of the session. What my teacher wants me to think about is a chance for the teacher to show the children the misconceptions found in their books or an opportunity to deepen learning

WHAT HAVE WE LEARNT SO FAR?	Subject: Anglo-Saxons and Vikings WHAT MY TEACHER WANTS ME TO THINK ABOUT.
<ul style="list-style-type: none"> - <i>The Anglo-Saxons came to Britain when the Romans were leaving around 410AD.</i> - <i>The Anglo-Saxons were paid to fight the Picts and Britons.</i> - <i>The Anglo-Saxons came from what is now Germany, Denmark and the Netherlands.</i> - <i>The Anglo-Saxons were made of three tribes – Angles, Saxons and Jutes.</i> - <i>The Anglo-Saxons had seven main kingdoms when they settled in Britain: Northumbria, Mercia, Wessex, Essex, Sussex, Kent, East Anglia.</i> 	<ul style="list-style-type: none"> - The ROMANS came to Britain in 43AD, the ANGLO-SAXONS came in 410AD – don't mix them! - Winchester was in WESSEX. - When spelling Jutes, it does NOT have a W in it!

At the end of each topic of learning, the class is given a Nearpod that assesses their understanding of the end points. Teachers will then use the results of this Nearpod to assess if the children are working towards the expected standard, working at the expected standard or exceeding the expected standard.

There is no expectation that teachers put written feedback into foundation books. However, it is expected that teachers tick the LO to show children their work has been seen.



4 – Role of the Governing body

The curriculum sub-committee of the Governors will monitor the outcomes from this policy. The full Governing Body will subsequently evaluate the policy.

5 – Review

This policy is a working document. Therefore, it is open to change and restructure as and when appropriate. This policy will be reviewed bi-annually by the Senior Management Team.

We achieve educational equality by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

6 – Relevant Policies and Documentation

This policy should be read in conjunction with these documents:

- Curriculum Policy
- Special Educational Needs and Disabilities Policy

First Written: January 2023

Renewed: January 2025

Date for renewal: January 2026

Assessment Subject Leader: G Hughes

Headteacher: C Procter

Chair of Governors: V Tayler

Date agreed by Governing Body:

Appendix 1

Feedback Slide Example

Slide included and updated at the start of each new session

WHAT HAVE WE LEARNT SO FAR?

Subject: Anglo-Saxons and Vikings

WHAT MY TEACHER WANTS ME TO THINK ABOUT.

- *The Anglo-Saxons came to Britain when the Romans were leaving around 410AD.*
- *The Anglo-Saxons were paid to fight the Picts and Britons.*
- *The Anglo-Saxons came from what is now Germany, Denmark and the Netherlands.*
- *The Anglo-Saxons were made of three tribes - Angles, Saxons and Jutes.*
- *The Anglo-Saxons had seven main kingdoms when they settled in Britain: Northumbria, Mercia, Wessex, Essex, Sussex, Kent, East Anglia.*

- **The ROMANS came to Britain in 43AD, the ANGLO-SAXONS came in 410AD – don't mix them!**
- **Winchester was in WESSEX.**
- **When spelling Jutes, it does NOT have a W in it!**