



South Gosforth First School  
*'Roots to grow and wings to fly'*

**Feedback Policy**

	<b>Staff:</b> To read and offer feedback To implement policy	<b>Governors</b> Approve	<b>Accessibility</b> Website Saved to teachers drive
<b>Date</b>	<b>October 2024</b>	<b>October 2024</b>	<b>October 2024</b>
<b>Review Date</b>	<b>October 2025</b>		

**Members of staff with responsibility:**

- Mr Adams (Head Teacher)
- Miss Blackburn (Deputy Head Teacher)
- Mrs Logan (Maths Lead)
- Mrs Burnett (English Lead)
- Miss Rutherford (SENDCo)

**Intent Statement**

At South Gosforth First School, our policy is underpinned by the evidence of best practice from the Education Endowment Foundation, DfE case studies and guidance and other educational research as well as research from cognitive science regarding what types of feedback have the most impact on pupils' learning. We have considered the research described in 'Embedded Formative Assessment' (Wiliam 2018), which describes the main purpose of feedback being that it should move the pupils' learning forward. Wiliam reports the power of effective feedback can be so great that the study demonstrated that 'students receiving the constructive feedback...learned in one week what the other students took two weeks to learn.' From this we seek to ensure that our feedback enables pupils to identify what they have done well and cause them to think hard in order to move their learning forward. His work also describes that 'whether the teacher gives feedback orally or in writing is much less important than the fact that (the children were) given time...to use the feedback to improve their work'. We use a range of formative assessment strategies in all lessons to elicit information about what the pupils know and provide feedback that the pupils can then act on.

We are mindful of the workload implications of written marking on teachers. The Department of Education's research has emphasised that feedback should be: **meaningful, manageable and motivating** and we seek to adhere to these principles in our approaches to feedback for pupils in school. Advice from the NCETM is that the most important activity for teachers is the teaching itself, supported by the design and preparation of engaging lessons, aided by appropriate assessment for learning (both formative and summative).

Our policy on feedback has at its core a number of principles:

- The sole focus of any feedback should be to further children's learning and understanding
- Feedback should empower children to take responsibility for improving their own work
- Children should always receive some form of feedback within the lesson itself.
- Time is set aside to enable pupils to consider and respond to feedback
- Feedback is provided to pupils as part of assessment processes in the classroom, and takes many forms
- Feedback forms part of the school's wider assessment process, which aim to produce an appropriate level of challenge for pupils in lessons, allowing them to make good progress.

### Implementation



Our feedback and assessment policy can be broken down into 2 parts.

1. **Formative** assessment – At the point of teaching, ‘encompassing all those activities undertaken by teachers and pupils which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged’ (Black and Wiliam 1998)
2. **Summative**– Tasks planned to give teachers a view of learning over time and at the end of a sequence of teaching

Type	What it looks like	Evidence
<b>Formative</b>	<ul style="list-style-type: none"> <li>• Clarifying, sharing and understanding learning intentions and success criteria</li> <li>• Engineering effective discussions, tasks, and activities that elicit evidence of learning</li> <li>• Providing feedback that moves learners forward</li> <li>• Activating students as learning resources for one another</li> <li>• Activating students as owners of their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Pupil voice</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>• Tasks planned to give teachers a view of learning over time.</li> <li>• May take the form of:               <ul style="list-style-type: none"> <li>○ End of unit assessments</li> <li>○ Independent writing</li> <li>○ Standardised assessments eg. Phonics screening, NFER tests, Statutory Assessments.</li> </ul> </li> <li>• Staff record learning over time on ‘Insight’ data tracking system in order to record and monitor progress and attainment of every child.</li> </ul>	<ul style="list-style-type: none"> <li>• Scores from standardised assessments</li> <li>• Assessment tasks in books</li> <li>• Insight tracking data analysis</li> </ul>

<b>Feedforward: the next step</b>	<p>The assessment forms detailed above, lead to adaptation of future steps in learning and inform subsequent teaching points.</p> <ul style="list-style-type: none"> <li>• Assessments guide the next step in learning, focusing on areas of need. Errors and misconceptions are addressed in subsequent teaching points.</li> <li>• Across the curriculum, opportunities are built into teaching time to give feedback to the class about their strengths and areas for development.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Evidence in books of pupils editing and redrafting their work in green pen</li> <li>• Adaptation to teaching sequence tasks</li> </ul>
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## Guidance for Teachers

<b>English</b>	
Our primary approach to feedback is verbal and 'in the moment' so the children are clear about what they are doing well or where they need to improve linked to the key learning objective of the lesson.	
Formative	<p><b>RAG:</b> Every piece of work</p> <ul style="list-style-type: none"> <li>Title is linked to the learning in the lesson, not the task.</li> <li>RAG is based upon teacher assessment of how successful the children have been linked to the specific learning objective of that lesson.</li> <li>If the title is coded red by the teacher, there is an expectation that this will be picked up with the child – this could be verbally or the child could be guided to make corrections or have additional practise. If the title is coded red, the teacher will write a comment next to the RAG to state what action has been taken to address this, eg) 'revisited .... with T/TA'</li> </ul> <p><b>Acknowledgement:</b> Every piece of work</p> <ul style="list-style-type: none"> <li>Teacher will tick through the work where children have done something positive linked to the key learning in that lesson.</li> <li>Teacher can do this during the lesson as they are working with children, or afterwards</li> </ul> <p><b>Positive Comment:</b> Once per week, linked to the learning objective. Eg)</p> <ul style="list-style-type: none"> <li>'Excellent use of conjunctions to join your ideas'</li> <li>'Super use of full stops and capital letters'</li> </ul> <p><b>Spellings:</b> Once per English unit (Week 1 of the English Unit of Work)</p> <ul style="list-style-type: none"> <li>Up to 5 spelling corrections throughout the week for Year 1 to Year 4</li> <li>A 'Spelling Grid' will be used ('copy, cover, close your eyes') to enable the children to practice correct spellings</li> </ul> <p><b>Quality Feedback:</b> Once per English unit (Innovated piece – Excluding poetry units)</p> <ul style="list-style-type: none"> <li>This will be done at the end of the writing innovation stage.</li> <li>Use codes below throughout the piece (no more than 2 of each)</li> <li>Up to 2 spelling corrections</li> <li>Choose one section of a longer piece that the children can edit. The teacher will add a s* symbol to indicate the exact sentence(s) which need to be edited.</li> <li>Give a maximum of 2 constructive comments, directly linked to toolkits for that unit, which will give the children opportunities to edit and re-draft a section of their text.</li> <li>Use the first few minutes of the subsequent lesson for the children to edit/improve.</li> <li>The children will write their re-drafts in green and this will go at the end of the piece of work, indicated by * symbols.</li> </ul> <p><i>Examples of quality marking comments:</i></p> <p>'Please re-write this section using fronted adverbials to express time.'</p> <p>'Please re-write this sentence using 'and' to join the 2 ideas.'</p> <ul style="list-style-type: none"> <li>There is no need to write down a positive comment when quality marking as the assumption is that staff will have given this type of feedback to children verbally within the lesson.</li> </ul>
Codes	<p><u>                    </u> = Underline word for spelling correction</p> <p> = Missing or incorrect use of capital letter or punctuation</p> <p>^ = Missing word(s)</p> <p> = Words that don't make sense (this can include incorrect tense or pronoun)</p> <p>spelling   _____</p> <p>// = New line or paragraph</p>
<p>Reading Records and Phonics Books = Self or Peer marked</p> <p>Handwriting Books = There is no expectation that these books will be marked</p>	

### Early Years

- T/TA Support + an indication what support looked like, eg. Sound mat, blending, initial sounds
- C = Copied

### Maths

Formative

**RAG:** Every piece of work

- Title is linked to the learning in the lesson, not the task.
- RAG is based upon teacher assessment of how successful the children have been linked to the specific learning objective of that lesson.
- If the title is coded red by the teacher, there is an expectation that this will be picked up with the child – this could be verbally or the child could be guided to make corrections or have additional practise. If the title is coded red, the teacher will write a comment next to the RAG to state what action has been taken to address this, eg) ‘revisited .... with T/TA’ etc

**Acknowledgement:** Every piece of work

- Teacher will tick through the work where children have done something positive linked to the key learning in that lesson.
- Teacher can do this during the lesson as they are working with children, or afterwards
- Teachers can build in opportunities for the children to self or peer mark as part of their lesson structure
- A dot will be used for incorrect answers (●)

**Positive Comment:** Once per week, linked to the learning objective. Eg)

- *‘Brilliant use of number lines to solve the reasoning problem’*
- *‘Great use of a part-whole model to show how this number is made’*

### Foundation Subjects

Formative

**RAG:** Every piece of work in **History, Geography and Science**

- Title is linked to the learning in the lesson, not the task.
- RAG is based upon teacher assessment of how successful the children have been linked to the specific learning objective of that lesson.
- If the title is coded red by the teacher, there is an expectation that this will be picked up with the child – this could be verbally or the child could be guided to make corrections or have additional practise. If the title is coded red, the teacher will write a comment next to the RAG to state what action has been taken to address this, eg) ‘revisited .... with T/TA’ etc

**Acknowledgement:** Every piece of work

- Teacher will tick through the work where children have done something positive linked to the key learning in that lesson.
- Teacher can do this during the lesson as they are working with children, or afterwards
- Teachers can build in opportunities for the children to self or peer mark as part of their lesson structure
- A dot will be used for incorrect answers (●)

**Art**

- Oral feedback will be given throughout the lesson
- A ‘Gallery Session’ will be used at the end of the lesson, where children discuss each other’s work in relation to the key learning objective or artist being studied.

**PSHE / Music / PE / RE / Computing**

- Oral feedback will be given throughout the lesson
- Teachers can build in opportunities for the children to self or peer mark as part of their lesson structure

### Notes:

‘T/TA Support’ = This can be written in books where group or individual support has been given and the teacher feels that they want to highlight that the pupil did not complete the work independently.

‘Supply’ = This will be marked at the top of the page where a supply teacher has marked the piece of work.

### **Feedback for Pupils with SEND**

It is the teacher's responsibility to make 'reasonable adjustments' for SEND pupils in school who may require specific support to enable them to complete a piece of work. This may be working alongside an adult, using concrete apparatus, scaffolds, 'chunked up' independent work with rest breaks, sentence starters, word banks or cards, using story maps or storyboards, paired / group work, use of computers or ICT, or a whole range of other strategies. The 'reasonable adjustment' that was made for that specific SEND pupil will always be clearly identified on the child's piece of written work in all subjects. This will enable the teacher to clearly identify which strategies work well for that child over time and the best ways to inform their subsequent SEND provision. If a piece of work completed contributes to a target on the child's 'My Support Plan', the annotation 'MSP' will be added to show that it can be used as evidence towards a target in the SEND review meeting.

### **Presentation Expectations**

- From Year 1 upwards, all work should be dated. In Year 1 this will be the short, numerical date on all pieces of work. From Year 2 upwards, this will be the long date in English (e.g. Monday 5<sup>th</sup> November 2025) and short date in maths (05.11.25). The date should be written on the left-hand side of the page starting at the margin.
- A line will then be missed and the title will be written. This must be kept short and reflect the key learning of that lesson and not the task which the children are completing, eg) 'Adding Fractions' or 'Writing to show Suspense' etc.
- In Reception and Year 1, titles of pieces of work will be printed on to a sticker and placed in children's work books.
- Pupils in Year 2, Year 3 and Year 4 will be expected to underline their date and title with a ruler.
- In Maths books, pupils should write one digit or symbol in each square
- When pupils self-mark or edit, a green pen should be used.
- Teachers will always mark pupils' work using a blue pen.
- Teachers may also personalise their marking and feedback by using some of their own symbols (eg, smiley faces, stickers etc) however the meaning of these symbols must be clearly communicated to the pupils so that the children fully understand what they mean. Teachers need to be careful that if they do this, that it does not detract from the clarity of their marking and the pupils' understanding.

### **Monitoring of Feedback Policy**

As part of a 'book look', subject leaders should collect examples of marked work on a regular basis to ensure that this Feedback and Assessment Policy is being implemented consistently.

The use of effective feedback, marking and assessment should lead to:

- An improvement in pupil outcomes, progress and attainment
- A clear awareness and understanding from the pupils of what is expected of them
- Pupils having an awareness as to what extent they have understood the key learning objective of a lesson
- A consistency of approach in teacher feedback and marking across key stages and between year groups, which will support pupils' 'cognitive load' and understanding.

This Feedback policy should be read in consultation with the SEND Policy, EYFS Policy and Approach to Assessment.

### **Monitoring Arrangements**

This policy will be reviewed annually by the governing body of South Gosforth First School.

**Date Agreed: February 2024**

**Date for Review: February 2025**