



Blackwater Community Primary School

Feedback Policy
2024 - 2025

Aims and Purpose

Our policy is underpinned by the 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;
- provide specific guidance on how to improve and not just tell students when they are wrong.

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

- the sole focus of feedback and marking should be to further 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 when 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 during lessons is more effective than comments provided at a later date;
- feedback is provided to pupils as part of assessment processes in the classroom and takes many forms other than written comments;
- feedback is part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lesson, allowing them to make good progress;
- all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

Evidence of Feedback

Type	What it looks like	Examples of Evidence
Immediate	<ul style="list-style-type: none"> ▪ Includes teacher gathering feedback from teaching, including whiteboards, book work etc. ▪ Use of high quality questioning to embed knowledge and skills. ▪ Takes place in lessons with individuals or small groups. ▪ Often given verbally to pupils for immediate action. ▪ May involve use of a teaching assistant to provide support or further challenge. ▪ May re-direct the focus of teaching or the task. ▪ May include annotations or comments. 	<ul style="list-style-type: none"> ▪ Lesson observations / learning walks. ▪ Some evidence of use of the marking code. ▪ Improvements evident in books either through editing or further working.
Summary	<ul style="list-style-type: none"> ▪ Takes place at the end of a lesson or activity. ▪ Often involves whole groups or classes. 	<ul style="list-style-type: none"> ▪ Lesson observations / learning walks.

	<ul style="list-style-type: none"> ▪ Provides an opportunity for evaluation of learning in the lesson. ▪ May take the form of self- or peer-assessment against an agreed set of criteria. ▪ In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> ▪ Timetabled pre- and post-teaching based on assessment. ▪ Some evidence of self- and peer-assessment. ▪ May be reflected in selected focus review feedback (marking).
Review	<ul style="list-style-type: none"> ▪ Takes place away from the point of teaching. ▪ May involve written comments / annotations for pupils to read / respond to. ▪ Provides teachers with opportunities for assessment and understanding. ▪ Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. ▪ May lead to targets being set for pupils' future attention or immediate action. 	<ul style="list-style-type: none"> ▪ Written comments and appropriate responses / action. ▪ Whole Class Feedback sheets. ▪ Adaptations to teaching sequences tasks eg revisited as the starter for the next lesson. ▪ Evidence of children selected for intervention following lesson in intervention records. ▪ Acknowledgement of completed work.

Marking

Marking is part of assessment and feedback. We aim to provide a system of marking that is consistent and continuous across each stage within our school. We aim to mark positively whenever possible to enhance self-esteem and confidence.

We recognise that marking is only one form of feedback and that its primary purpose should be to inform future learning and children's progress. Not all work will be marked.

Marking Summary

English and Mathematics

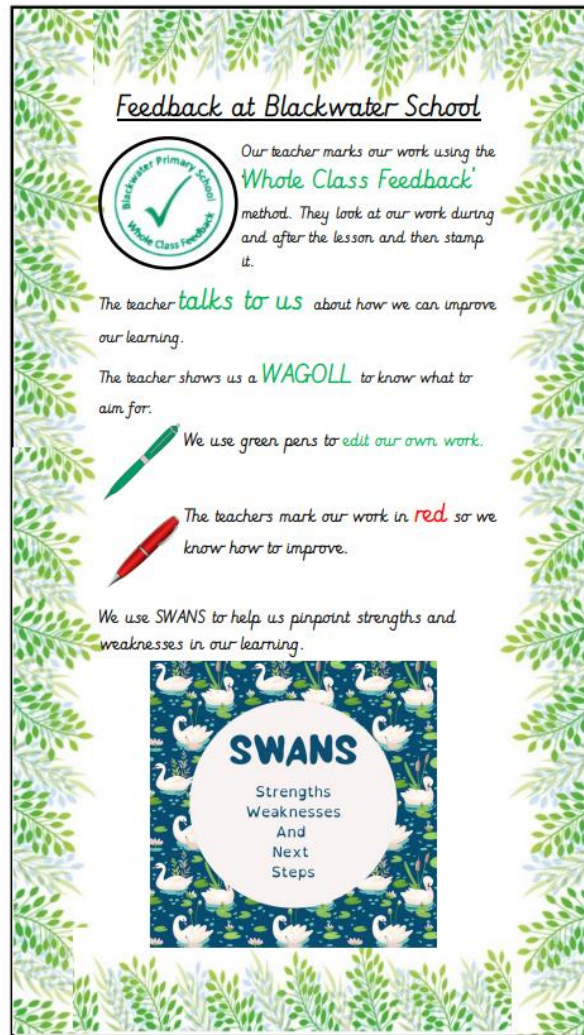
Whole Class Feedback

In Key Stage 1 and Key Stage 2, teachers mostly review children's learning using Whole Class Feedback. This identifies:

- work to praise and share;
- spellings which need to be followed up;
- children who need additional support on specific aspects of the learning;
- misconceptions / basic skills errors / notes for the next lesson.

Teachers identify specific actions to help the children improve their writing. Planning for the next lesson is then adapted to include the relevant teaching points. **The children's next step is the next lesson.** Pupils are given the opportunity to reflect and review or improve their work or to practise or use their new learning.

The children's work will be stamped to show that it has been reviewed in this way.



We have gold WAGOLL stickers to share with the children so then they feel proud of their learning.

We evidence our whole class feedback with a weekly sheet which picks up who and why someone is the WAGOLL and also misconceptions.

At other times, responses to a child's writing may, when appropriate, include a **selection** of:

- a teacher's comment;
- the overall effectiveness of the piece
- suggestions towards how to achieve or extend aspects of the writing eg Next time.....
- positive comments or acknowledgement of a child's work (eg sticker).

Final drafts are celebrations of work and will only be positively marked.

Self-assessment and peer assessment

Where appropriate, pupils are encouraged to evaluate their own work before marking. In Key Stage 2, children often have the opportunity to self-mark and self-assess, enabling them to take ownership of their learning and to move their own learning forwards.

Children are supported to improve their work by both adults and peers. Having created a

rubric and self-assessed their work, a range of strategies, including peer support and staff feedback, can provide a focus for redrafting.

Marking Writing in Year 2 and Year 6

In Year 2 and Year 6, marking will reflect the framework for Key Stage 1 and Key Stage 2 assessment guidance. This means that writing that is going to be redrafted will not be closely marked.

Those people responsible for curriculum matters in this school are:

Mrs. Evey Evison ~ Headteacher

Mr. Louis Keveren ~ Chair of Governor

Date of Policy: Sept 2024

Review: Sept 2025