Sundridge & Brasted CE Primary School

Feedback Policy

Approved by:	Executive Headteacher	**Date:**	September 2025
Last reviewed on:	September 2024		
Next review due by:	September 2026		

Reference to the Federation throughout this policy refers to Sundridge & Brasted CE Primary School, Kemsing Primary School and all staff and pupils within these school communities.

Section 1: Our vision for feedback

Reference to the Federation throughout this policy refers to Sundridge & Brasted CE Primary School, Kemsing Primary School and all staff and pupils within these school communities.

The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil (e.g, making corrections to spellings, punctuation or elements of grammar).

Section 2: Background research

Workload challenge report

The Independent Teacher Workload Review Group published a report following the Department for Education's (DfE's) workload challenge.

The section on marking says you should make marking:

- **Meaningful**: marking should vary by age group, subject and what works best for the pupil and teacher.
- **Manageable**: marking practice should be proportionate. Bear in mind the impact on teacher workload, when you think about how often and how deeply teachers mark.
- **Motivating**: marking should help to motivate pupils to progress. Don't assume this means writing in-depth comments or being universally positive.

Education Endowment Foundation, teaching and learning toolkit

Meta-analysis by the Education Endowment Foundation 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.
- Be given sparingly so that it is meaningful.
- Put the onus on the students to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

The Rosenshine Principles of Instruction

The principles of instruction suggest classroom practice should be based upon:

- How the brain acquires and uses new information.
- The teaching practices of those whose students show the highest gains.
- Findings from research studies that taught learning strategies to students.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW

MO TU WE TH FR

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successul teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.
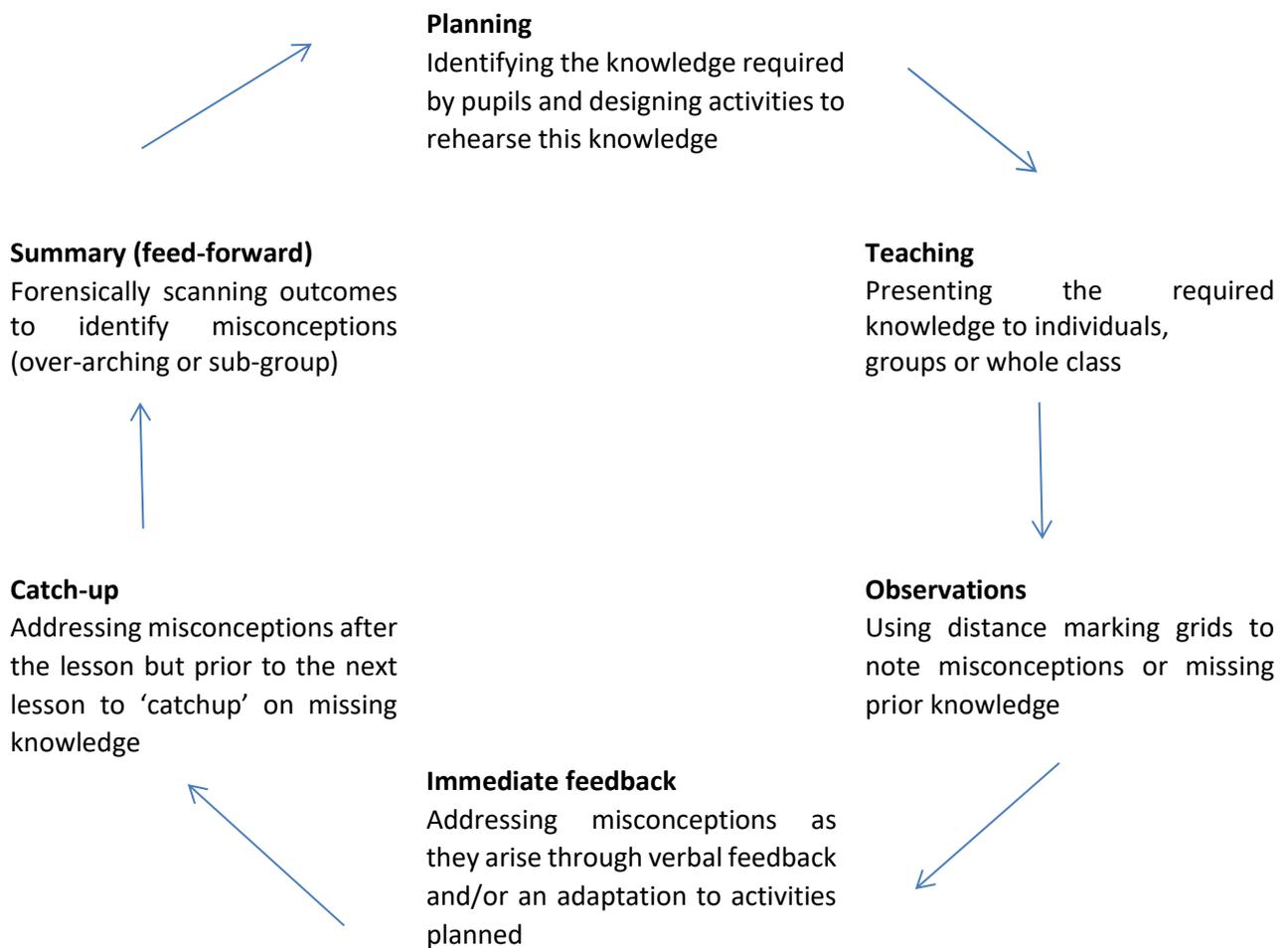
Section 3: The feedback cycle

The feedback cycle aims to make use of good practice approaches (EEF toolkit; DfE 2016) to ensure that children are provided with timely and purposeful feedback that furthers their learning.

The cycle enables teachers to gather assessments that enable them to adjust their teaching both within and across a sequence of lessons.

It is vital that teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

Planning
Identifying the knowledge required by pupils and designing activities to rehearse this knowledge

Summary (feed-forward)
Forensically scanning outcomes to identify misconceptions (over-arching or sub-group)

Teaching
Presenting the required knowledge to individuals, groups or whole class

Catch-up
Addressing misconceptions after the lesson but prior to the next lesson to 'catchup' on missing knowledge

Observations
Using distance marking grids to note misconceptions or missing prior knowledge

Immediate feedback
Addressing misconceptions as they arise through verbal feedback and/or an adaptation to activities planned

Section 4: Different kinds of feedback

Type	What it looks like	Evidence
Immediate	- Takes place during a lesson with individuals, groups or the whole class. - Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers. - Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. - Praises effort and contributions.	Lesson observations/visits; learning walks.
Responsive (catch-up)	- Takes place after the lesson or activity with individuals or groups. - Addresses knowledge from the lesson or activity or missing prior knowledge. - Often given verbally with time to rehearse knowledge immediately. - Usually delivered by a teaching assistant based on guidance from the teacher. - An element of the child's responses to catch-up are recorded in their workbooks to show progress over time.	Learning walks; catch-up observations; feedback grids; book looks.
Summary (feed-forward)	- Involves reading/looking at the work of all pupils at the end of a lesson or unit. - Identifies key strengths and misconceptions for the class or sub-groups. - Takes place during the following lesson. - Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. - Allocates time for editing based on feedback given or rehearsal of knowledge. - May involve some peer support or support from a teaching assistant. - May be delivered by the teacher or a teaching assistant.	Planning looks; lesson observations/visits; learning walks; book looks.

Guidance for teachers:

The following details suggestions for giving feedback linked to English and Maths. It is worth noting that feedback will look different across the seven years of primary education. In particular, in EYFS and Year 1 where the majority of feedback is immediate the structured approached outlined below may not be suitable. The skills of proof reading and editing a piece of work retrospectively are taught, as per the National Curriculum, during Year 1.

Across the Federation we use Focus groups to ensure that all pupils get as much small group interaction with staff as possible.

Section 5: Feedback linked to English

Teachers will look at pupils' work during or soon after the writing sessions and identify strengths and weaknesses.

Most writing sessions will then include or be followed up with editing time.

During the editing time, children will receive whole class feedback about strengths and areas for development and direct teaching about how to identify and address individual weaknesses.

The feedback will be linked to both the technical accuracy of writing: spelling errors, punctuation omissions and other transcription mishaps and things to do with the sophistication of the writing: the actual content.

Where individual children have done particularly well or badly at something, teachers will make note of these areas and use these as future teaching points.

The editing time will be divided into two sections, editing and proof reading (these do not necessarily have to be within the same lesson):

Editing - may take the majority of an English lesson:
Improving the composition (and effect on the reader) by:
- improving vocabulary and word choices
- adding further clarity (e.g., description, action, speech)
- experimenting with word order and sentence structure

The teacher shows several pieces which exemplify the composition focus e.g., a well-developed character description. The teacher explains what has led to the piece being successful. The teacher then shares less good examples (either anonymous or fictional pieces). Children suggest together how this might be improved.

Then in pairs (or small groups) the children read together each other's work and suggest improvements, alterations, and refinements.

Proof reading - usually short, about 10 minutes or so:
- Changing punctuation
- Checking and changing spellings
- Correcting letter formation and handwriting
- Changing grammatical errors - tense agreement, verb agreement, sentence structure etc

The teacher shares extracts from pupils' work using the ipad or by typing out a couple of lines and displaying them on the interactive board. They begin by showing good examples of work *e.g. an extract which showcases successful steps towards achieving the learning objective* The teacher then instructs children to look at their work and rewrite a short section or make changes in response to the good example.

Following this, the teacher shares extracts of their own, based on exemplifying misconceptions or weaknesses found in the children's work. The teacher uses this example to re-teach knowledge. After this, the teacher may point out some spelling errors that several children are making. The correct spellings and how to remember them will be explained. Children then have a short period of time to proofread their work, checking for similar errors and putting them right.

Children may be encouraged to sit in mixed ability pairs or groups to support each other in the identification and correction of mistakes.

Additional Support
A few children may need more support than detailed above in order to be successful in improving their own work. Younger children, in EYFS and KS1 in particular, may need more support as they learn to become more independent, although many young children are able to edit and proofread independently after teacher modelling.
As with all intervention, teachers will teach to the top and add in support where needed. Some children may need a gentle prompt to narrow down their focus when looking for mistakes. To support in this, stampers may be used by KS1 teachers to signal missing full stops, capital letters and finger spaces. In KS2, writing prompts and editing station descriptors may be used to prompt children to look for certain mistakes until these basic skills are securely in place for most of the class. Certain individuals may need to carry on referring to these longer until the checklist is thoroughly internalised.

Spellings
Whilst commonly misspelt words will be re-taught during whole class feedback, there may be at times a need to identify specific mistakes for individual pupils. These errors will be signalled to the children through the use of a wiggly line under the word. To ensure feedback is appropriate and timely, a maximum of one key spelling will be identified per piece of writing. This is entirely at the professional discretion of the teacher.

Marking Code

Marking Code for changes (written in the margin in purple)		
CL	Check for capital letters in this line	For younger or lower attaining children, the code will be written in the margin, but teacher also indicates where in the line the word needs to be changed or altered.
" ! . , '	Check for the missing punctuation in this line	
^	Check for a missing word in this line	
P	Check where your paragraph should start and end	
T	Check tenses are consistent in this line	
Sp	Check spellings for the words in this line	
Marking Code for positives (written above the words in green)		
ü + what you want to commend	I really like what you did here	

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work modelling how to overcome these e.g., clear up confusion with apostrophe use. For such children, the teacher might set an editing challenge based on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where the error is. This may be done instead of editing their own work or as a prelude to it, depending upon their learning needs.

What the teacher must not do is use a marking code which does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

Feedback linked to Maths
Teachers gain valuable feedback about how much maths teaching is being retained in the long term from end of unit checks as well as termly assessments.

In terms of day-to-day maths learning, in KS2, teachers should have the answers to problems available and after doing a set number of calculations (ideally 4 or 5), children should check their answers themselves. If they have misunderstood something, teachers are well placed to address this. Additionally, less confident children might want to start at the easiest level of work provided, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level.

Another strategy teachers can use is to get children to compare answers in a group and where answers do not agree, challenge each other, and try to find where the other person has gone wrong. Where children are more confident (and finish their work slightly earlier than others) it may be a valuable activity for them to swap and 'mark' each other's books. When they do this, the crucial step is that they should not take their own book with them and just read off the correct answer. They should do the calculations again, faster and possibly mentally, so in effect doing work twice – thus getting the sort of over-learning that leads to solid long term retention. The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors.

Children must be taught how to do this purposely; otherwise, they think it just means scanning quickly through their work, reading but not thinking. Checking involves the child thinking deeply about the knowledge they have just learnt. When you think deeply about something, it is much more likely to be moved from working memory into your long-term memory – making it available to be recalled at will: "memory is the residue of thought." (Willingham, 2009).

As an alternative to providing answers, teachers may sometimes use the iPad to model ways of checking and then ask children to do the same, in effect 'proof reading' calculations. In line with this, teachers should model how children can use the inverse operation to check their workings and answers.

With multi-step problems, a common misconception is to give the answer to the first step of the problem and forget about following through to the second (or third) part of the question. Often, word problems are written with each instruction on a different line. Again, using an iPad, teachers show children how to check their working as they go, returning to the question and ticking off each line. To make this process clear, they write each answer alongside each line, being really clear where the final answer comes from having done all the previous steps.

Written Feedback & Focus Groups
When a member of staff is working with a focus group, written feedback may be required. When giving written feedback, staff need to use either a green or a purple pen as outlined below:

Green pen = wonderful work. Highlighting areas where a pupil has demonstrated that they have made progress, achieved a target or persevered to meet a goal.

Purple pen of progress = This could serve to highlight areas in a child's work that needs to be reread and reconsidered. It could also be used to offer a stretching question, but time must then be planned for the child to respond to this. Once corrections have been made, questions answered or gaps filled by the child (using their own pencil/pen) staff must then initial/re-mark the work.

It is the expectation that learning in all books is marked, using green and purple pen. Green comments should relate to the learning objective and be specific, rather than general comments. Purple comments should also relate specifically to the learning and be used to provide next steps, or deepen children's learning.