



# **William Law C E Primary School**

## **Feedback Policy**

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: 2<sup>nd</sup> February 2023

Signature:

Policy to be reviewed on: February 2026

***This policy is written in line with the Christian values and ethos of our school***



## Introduction

*Good feedback has the potential to significantly improve learning outcomes, **but only if delivered in the correct way.** Shute's (2007)*

At William Law', it is important to provide effective, personalised and timely feedback to students, focusing on success and improvement needs against learning objectives (LO) and Success Criteria (Steps to Success). This enables pupils to make decisions about their own achievements and become reflective learners, helping them to close the gap between what they can currently do and what they/we would like them to be able to do.

We offer feedback to:

- To check and assess pupils' responses to learning tasks.
- To inform future planning and learning to make decisions about what we/they need to do next.
- To motivate and provide children with their next steps of learning.
- To scaffold children's learning to help them meet objectives/task.
- Acknowledging and valuing children's efforts.

William Law C E School Feedback and Policy ensures that feedback is an integral part of the learning process and celebrates the achievements and efforts of our children. It is important to provide constructive feedback to students, focusing on success and improvement needs, against learning objectives. This enables students to take ownership of their achievements and become reflective learners. Our overall aim is for children to be informed about their learning in the moment and able to reflect on personalised learning experiences with confidence and high self-esteem.

For this to happen, we establish three key conditions in our classrooms:

- **Timely feedback:** Teachers must decide whether the feedback needs to be immediate or delayed. There is a focus on feedback within the lesson.
- **Granular approach:** Our feedback should be razor sharp with clear next steps that direct the learner on how to improve
- **A receptive culture:** Making mistakes is part of the learning process and children need to be aware of this

*Education Endowment Foundation (2018): teachers giving high-quality, in-the-moment feedback on learning to enable learners to improve was found to help children make up to **eight months'** additional progress.*

The William Law School Feedback Policy is designed to ensure there is a coherent and consistent approach to how children receive feedback across the school. This policy recognises that learning is presented in a variety of ways and whilst the feedback tools need to be consistent in the ways in which they are presented will be dependent on the task design. At William Law we acknowledge, but do not limit to, the following ways feedback can be presented:

Live Marking: To provide feedback within the lesson to support them in the session and to address misconceptions. Work will be marked in front of the pupil, models and scaffolds will be provided if needed. Marking codes are used.

Written Feedback in the lesson: To provide written feedback based on work that has been recorded in books.

Face to Face Verbal Feedback: To give children 'in the moment' feedback to support them within the session. Children will be given constructive next steps which will be used to then modify planning for future lessons.

Whole class Feedback: To provide an opportunity for feedback to the whole class in order to cover a common misconception. This may be during the lessons or at the start of the next lesson.

Pick Me Up feedback: Feedback, next steps and misconceptions will be addressed with individuals or a group after the lesson. These sessions are provided to move the pupil on in their learning based on children's current level of understanding.

Self-assessment: To give children an opportunity to reflect on their own achievements against a set success criteria. Self-assessment should link to lesson specific success criteria.

Peer assessment: To give children an opportunity to celebrate and learn from their peers' achievements against a set success criteria. Peer-assessment should link to lesson specific success criteria.

## **Prompts**

No matter what format the feedback is being given in, there are three main prompts that help learners to progress.

These can be categorised as:

- **Reminders:** feedback tells the children what they forgot, so reminders might be necessary to produce work of high quality.
- **Explanations and models:** explanations and models are particularly useful where there are faulty interpretations, as it can lead to better understanding and 'correctness'.
- **Challenges:** these prompts make work harder or take the child deeper into their learning.

See Marking Symbols for further explanation of the prompts when recording into books within the lesson or during Pick Me Up sessions.

## **Feedback tools**

1. Learners to proofread their own work to identify any mistakes, misconceptions and next steps, as well as highlight where they have met their success criteria.
2. Teachers and Teaching assistants to support and correct misconceptions within the lessons through live marking or within Pick Me Up sessions.
3. If a pupil's work is not fed back to in the lesson or children are not supported within the lesson, then books need to be look at after to lesson to check for children's understanding and to plan for next steps. The adult will initial the book to confirm they have checked the work.
4. Learners to be directed back to their work which requires them to act on feedback.


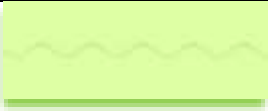




### Green Pen

Support during a lesson should be in green pen so that immediate feedback or challenge is clear. Green pen should be used during lessons by all adults. Green pen is used mark in the lesson and is used to during Pick Me Up Sessions.

### Red Pen

All self-reflection, responding to feedback, editing and peer assessment should be done by using a red pen.

### Marking symbols:

Codes to use in children's books	
<b>Adult initials</b>	After every lesson, the adult who has led the lesson will initial the top of the piece of work to confirm they have checked the child's level of understanding. This information will then be used to inform the following lessons, Pick Me Ups and future planning.
	Ticks to highlight a child's success
	A wiggly line is used to highlight an error
	Missing or incorrect use of capital letter or grammar/punctuation
<b>sp</b>	Spelling error
	Key points of success. Tick followed by what the child has done e.g.,  fronted adverbial
	Improvement point. Arrow followed by something that needs changing
<b>HP</b>	House point
<b>VF</b>	Verbal feedback given. VF followed by what VF was about e.g., VF: number formation
<b>S</b>	To indicate 'supported' task. Include the adult's initials
<b>PMU</b>	To indicate the 'Pick Me Up' is needed to further support or challenge. Once PMU has happened the PMU is ticked and initialed by the adult who has completed PMU.

## Pick Me Up

*Removing the burden of writing a lengthy comment after a lesson, in line with workload recommendations (DfE, 2018), means that post-lesson marking time can be redeployed to **adapt the planning or resources for subsequent lessons**.*

In a lesson, a teacher may observe children making common mistakes or misconceptions. It may then be necessary to provide feedback to the whole class or groups of children, rather than on an individual basis. The whole-class feedback and Pick Me Up sessions can address misconceptions or ways to stretch children further. Providing whole-class feedback or Pick Me Up sessions allows children, no matter where they are on their learning journey, to see what can be achieved and be supported in their learning.

During the lesson or when viewing books after the lesson it may be identified that more work is needed and a 'pick me up' is required then PMU is written within a pupil's book. Before the next lesson of that subject or when time is available the pupil works with an adult. This is completed underneath the work or on the next page. The title of the work is highlighted in green highlighter. Similar style questions are used to the ones completed in class but scaffolding is used. More than one session may be needed. Sessions can also be used to extend children's learning. Sessions can also be used to model errors in children's work, for example letter formation. Feedback is provided during these sessions to move the pupil on.

Pick Me Up is designed to ensure that no pupil is left behind and that all pupils no matter of their ability can achieve to their highest potential. Once a pupil is identified as needing support or more challenge, the pupil will work with an adult to support them. Feedback will be provided in this session. This session could be on an individual basis or in a group. All intervention will be recorded as 'Pick Me Up' in the pupil's book.

## Ownership and Responsibilities

In order for the Feedback Policy to be effectively deployed across William Law, it is acknowledged that each stakeholder has a responsibility to follow and act upon it, as outlined below:

Children	Staff
Respond and reflect to feedback with their peers and teachers	Communicate effectively with children regarding their next steps
Challenge themselves so they achieve their very best	Ensure that all feedback is given in a timely and appropriate manner, as outlined in this policy
Have high expectations of themselves and others	Actively engage children in the feedback and marking process
Engage and take responsibility for their learning	Use a variety of methods to support the needs of all children