

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Whinmoor St Paul's (VA) C of E Primary School

Feedback Policy

At Whinmoor St Paul's Church of England Voluntary Aided Primary School we believe that every child is a unique child of God and lives in a world that God has made. We believe that all adults and children should be given opportunities to, 'Let their Light Shine.' We have a loving, caring community underpinned by our Christian ethos in which everyone, regardless of our differences, feels valued, nurtured, secure and happy.

Ratified by Governors January 2025

Review Spring 2027

Let Your Light Shine!

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Our Vision

Our vision is to ensure that every person is nurtured, valued, happy and empowered to reach their full potential.

It is about everyone having their own unique light to shine and how we can try our best to share that light with the world.

Our vision is underpinned by Matthew 5:14-16

You are the light of the world. A town built on a hill cannot be hidden. Neither do people build a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. In the same way, let your Light Shine before others that they may see your good deeds and glorify your father in heaven.

Our values enable our vision to be lived out in school and permeate every area of school life.

Christian Ethos

At Whinmoor St Paul's Church of England Voluntary Aided Primary School we believe that every child is a unique child of God and lives in a world that God has made. We believe that all adults and children should be given opportunities to, 'Let their Light Shine.' We have a loving, caring community underpinned by our Christian ethos in which everyone, regardless of our differences, feels valued, nurtured, secure and happy.

Introduction

At Whinmoor St Paul's Primary School, we recognise the importance of feedback as part of the teaching & learning cycle and we aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. It has also been written following consultation with staff.

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;

- be given sparingly so that it is meaningful;
- provide specific guidance on how to improve and not just tell students when they are wrong.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. At Whinmoor St. Paul's, we understand that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. Lesson design and preparation is informed by what pupils have achieved what they need to move onto next. Teachers are able to shape their lessons based on the work the pupils produce in the classroom.

Key Principles

“The improvement of understanding is for two ends: first, our own increase of knowledge; secondly, to enable us to deliver that knowledge to others.”

– John Locke

Our policy on feedback 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 where they are accessible to students according to age and ability;
- We understand that feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Our aim is to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons. All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

Feedback and marking in practice “Communication – the human connection – is the key to personal success.” – Paul J. Meyer

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:

1. Immediate feedback (human connection) – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

In Foundation Stage

In EYFS, the majority of the feedback is shared verbally with the child, with parents and carers and other adults working with them. This information is shared through Tapestry, home school diaries, reports and parents evening. EYFS teams will discuss targets and children’s next steps regularly and will ensure the provision responds the children’s needs. There is some use of ‘written’ feedback most commonly using the pink and green highlighting code, allowing pupils to edit and improve their writing.

In Key Stage 1

Marking after the lesson will only lead to written comments for those pupils who are able to read and respond independently, this is at the teachers discretion. However, all pieces of work will be responded to in some way, in order to show pupils that we value their efforts. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity (VF used).

In Key Stage 2

Written marking and comments should only be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

In most cases, written comments will be focused on extended pieces of written work, or extended tasks. For example, in writing a longer and more detailed written comment may form part of the drafting process task, rather than the final, polished piece of work. These will allow children's achievements to be recognised and provide further guidance for future, independent learning. All pieces of work will be dated and have an appropriate title linked to the learning objective.

It is not necessary to produce a written comment on every piece of work and we do not make confirmatory comments about what a pupil has done well. The marking systems, such as tick, pink highlighting etc, indicate where a child has been successful in their work.

Marking in Writing books

The workload of marking writing tasks can be considerable and as a school we are aware of the need for pupils need to receive accurate and useful feedback but also the need for staff to have a good work – life balance. As such we use quick and effective ways of indicating pupils' success and also areas for them to improve. We use pink highlighting to indicate success against the learning objective or success criteria and green highlighting to indicate areas for improvement (see Appendix 1 – shorthand marking code).

Within a writing unit of work, we do not mark all pieces in depth. At the start of a unit where children are familiarising themselves with and identifying the features of a genre, we do not mark in depth. The teacher needs to have looked at the work and assured themselves that the pupils are ready to move on or not. Marking at this stage may simply be double ticking the learning objective. When children move into drafting short sections of writing and then eventually writing full texts, this is when there may be more written feedback. Staff should continue to aim to give feedback in the moment and make use of highlighting successes and areas for improvement.

Does feedback look the same in every subject?

In short, no. In mathematics, it may be suitable on the whole to tick correct answers. In writing, pupil success should be highlighted using pink. This highlighting should refer to the specific objectives being focused in within a lesson / series of lessons.

In other subjects, staff are free to use their professional judgement and discretion to apply the strategies and systems outlined within this policy.

Next Steps

'Next Steps' will be given as the teacher sees fit. This will happen at different times within the teaching and feedback cycle, and depending on the subject. The frequency of next steps is not set in stone, however where a next step is given, it is expected that time is set aside for the pupil to revisit their work in order to complete the next step. If children continue to get the same next steps it is expected that they have more taught sessions/support in order to progress.

Oracy prompts:

Developing our pupils in to speaking in full sentences and to use correct spoken English is vital in our school. Therefore, we encourage pupils to use framed sentences when feeding back to their peers. These can include:

I liked the way you...	I can see that you are meeting the learning objective by....	You have been resilient because...
I think...	Challenge yourself to...	Next time, could you...
From looking at your work, I can now...	I can apply this to my learning by...	Is that the correct spelling of...?

Marking Guidelines

- Where marking is expected, teachers will mark in pink and green pen: "Tickled pink" (marking in pink for successful features), "Green for growth" (marking in green for areas to improve or develop). This is used to ensure assessment is visual and obvious.
- Pupils will edit work by using purple pen.
- Where pupils have been **heavily supported by an adult**, this should be indicated using the shorthand feedback code.

“In a growth mindset, challenges are exciting rather than threatening. So rather than thinking, oh, I’m going to reveal my weaknesses, you say, wow, here’s a chance to grow.”

– Carol Dweck

Self and peer assessment

As pupils develop more independence in checking and evaluating their work, they can be asked to assess how successful they have been in achieving the learning objective or success criteria. This can be particularly useful in writing lessons when children have been provided with a set of success criteria during the lesson.

Descriptive checklist	Me	Teacher
Start a sentence with an adverb.		
Adjective pairs.		
Personification.		
Capital letters and full stops on all sentences.		

These checklists also allow adults to provide quick and effective feedback during and after the lesson.






Pupil Self-assessment

Think carefully about how you have been working in this lesson. Do you think you have met the objective?

Which ‘zone’ do you think you are in?

Green	I’m OK. I understand the work and could explain my work to a partner.
Amber	I’ve been working hard. I understand some of the work but might need more time or support.
Red	I’ve tried my best but am finding it hard. I would like some help next time.

Appendix 1 Shorthand feedback codes

Green underlining to indicate errors.	<p>In KS1, staff underline a spelling or punctuation error in green for the pupils to correct.</p> <p>In KS2, teachers can be flexible. Ideally, a green mark is placed in the margin and children are then asked to identify and correct the spelling or punctuation error. This can be accompanied by 'p' for punctuation errors or 'sp' for spelling errors where needed. It may be more suitable for some pupils to have errors identified more precisely. In the long term, we aim to develop pupils' independence in editing and checking but realise that some pupils need more support in achieving this.</p> <p>No more than 3 spelling errors are to be highlighted in a piece of written work.</p>
Pink highlighting	Used to indicate success against the learning objective or success criteria. Most useful in extended written tasks.
	Staff and pupils may tick when appropriate, such as correct answers in mathematics and reading.
Purple pen	Children correct their work and make improvements and changes in purple.
VF	Verbal feedback given during the lesson. It is not required for any other qualifying comment to be made.
S	Significant support given by an adult during the lesson. To be placed at the end of the piece of work.
	Double tick next to the learning objective indicates success in the task. Further action may not be necessary and the pupil is ready to move on.
	Single tick indicates that a pupil has partially achieved the learning objective.
	Remember to write from the margin.
	Remember to sit your writing on the line.

Appendix 2 – Pre topic assessments

At the start of each unit of work in science plus foundation subjects, we complete a pre-teaching assessment of pupil knowledge and understanding. The purpose of these assessments is to get a flavor of what the children might already know about these areas of study along with an opportunity to shape the unit of work to include some of the aspects of the topic that the children show particular interest in.

The format for these assessments takes account of the age stage of development of the children within each class.

In EYFS and KS1, this can be a simple slide or two containing some images, vocabulary and key questions as a prompt for discussion. Notes can be made on the slide or a copy of the slide to inform the planning and delivery of a unit of work. Towards the end of Year 2, pupils may be given an individual short written task to ascertain their knowledge of a topic.

In KS2, a written task is used to allow teachers to gather information about what pupils know about a topic and associated vocabulary. The use of whole class discussion is encouraged, particularly to build some enthusiasm for the unit of work. Information gathered in these tasks is used to shape the content of the unit of work.