



Snape Wood Primary and Nursery School

Excellence for All

'We are a small school that makes a big difference'

'To provide excellence for all within a happy, safe, and stimulating learning environment'

FEEDBACK POLICY

SNAPE WOOD PRIMARY AND NURSERY SCHOOL	
Approved by: Full Governing Body	Date: Autumn 2022
Review Date:	Autumn 2024

1. The purpose of feedback at Snape Wood Primary School is to move learning forward

- The sole purpose of feedback at our school is to further children's learning. At Snape Wood, we are clear that the focus of feedback must always be on encouraging pupil progress, and it is not to be used for accountability or monitoring purposes.
- As such, evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- The role of feedback is to improve the learner, not the work. Our aim at Snape Wood is that after feedback, children will be able to do better at some point in the future on tasks they have not yet attempted.
- Feedback should empower children 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.
- 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.

2. Key Principles

- We recognise the Education Endowment Foundation's recommendation that ensuring teacher autonomy to exercise their evidence-informed professional judgement is likely to prove valuable. We understand and endorse the message from the EEF's report that the principles of effective feedback likely matter more than the methods through which it is delivered. Therefore, our feedback policy deliberately avoids specifying exact methods of delivery or precise timings or frequency for feedback. Our key principles for the delivery of feedback are listed below.
- Feedback should redirect or refocus the learner's actions to achieve a goal. It should be specific, accurate and clear, and should encourage and support further effort.
- The majority of feedback given to pupils at our school is verbal. At Snape Wood, we are highly conscious of the workload and opportunity cost associated with lengthy written marking and as a result we suggest our teaching staff use time-efficient methods of feedback to mitigate teacher workload.
- On occasions and where it is appropriate, pupils may receive some form of written feedback. This may include drawings, diagrams, symbols, ticks or short written comments. Other indications of written feedback in books may be self-assessment by the child, a RAG rating of the objective where appropriate, or peer assessment using purple pen. (see Appendix 1 for outline of SWPS feedback).
- Feedback may be given to the whole class, to specific groups, or just to individuals.
- Feedback should take into account the effort a child has made (being aware of children with SEN or EAL), and every piece of work should be treated with respect.

3. The three stages of feedback

- In their guidance report '*Teacher feedback to improve pupil learning*', the Education Endowment Foundation lists as a fundamental principle of effective feedback: "*deliver appropriately timed feedback, that focuses on moving learning forward*".
- At Snape Wood Primary School, feedback typically occurs at one of three common stages in the learning process: immediate feedback (at the point of teaching), summary feedback (at the end of a lesson/task, or the beginning of the next lesson) and review feedback (away from the point of teaching). At Snape Wood, we understand that there is

little conclusive evidence regarding the timing of feedback, and that both immediate and delayed feedback may be effective. We therefore encourage the decision on timing of feedback to be left to individual teacher judgement, where teaching staff consider the nature of the task, the individual pupil and the entire class when deciding when to provide feedback.

- Immediate feedback (at the point of teaching). Feedback closest to the point of teaching and learning can be particularly effective in driving further improvement and learning, especially for younger pupils (as long as there is appropriate consideration of the task, pupil and the class).
- Summary feedback (at the end of a lesson/task, or the beginning of the next lesson). This often involves whole groups or classes and provides an opportunity for evaluation of learning in the lesson. For most children, the 'next step' is usually the next lesson.
- Review feedback (away from the point of teaching). New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Our teaching staff do not assume that children have securely learnt material based on evidence drawn close to the point of teaching it. At Snape Wood, we understand that feedback must sometimes take place at some distance from the original teaching input when assessing if learning is now secure. Review feedback provides teachers with opportunities for assessment of understanding, and may lead to adaptation of future lessons through planning, grouping or adaptation of tasks. Review feedback may lead to targets being set for pupils' future attention, or immediate action, may lead to specific catch up group work being planned, or may lead to children requiring a targeted planned intervention.

4. The content of feedback

- At Snape Wood, we aim for our teaching staff to ensure their feedback is focussed on one of three things: the particular task that a pupil has undertaken; the underlying processes related to a specific subject; or a pupil's self-regulation. We recognise that feedback is less likely to be effective if it provides a general comment about a pupil's characteristics.
- Task-focussed feedback: for example, telling pupils during an ordering task in maths that two items are the wrong way around and they should revisit the order and try again would be providing effective task-focussed feedback. Less effective (person-focussed) feedback would be to say, "I'm surprised you made this mistake – you're normally so good at maths."
- Subject-focussed feedback: for example, telling pupils during a piece of creative writing that they are using too many short, simple sentences and should try and use a range of conjunctions to expand their sentences would be providing effective subject-focussed feedback. Less effective (vague and general) feedback would be to say, "Try and make your writing more interesting."
- Self-regulation-focussed feedback: prompting a pupil to consider why their performance in a recent cricket game was less successful than a previous performance before asking them to use the feedback when practicing would be providing effective self-regulation focussed feedback. Less effective (person-focussed) feedback would be to say, "You normally play much better than that!"
- Alongside having a clear focus for our feedback, at Snape Wood we recognise the huge importance of planning for how pupils will receive and use feedback, using strategies to ensure that pupils will act on the feedback offered. Pupils must be given the opportunities to re-do or re-draft a task, apply subject-specific knowledge and skills to a different task or practice a specific skill in either the same or a different context following feedback.

- The examples below demonstrate how task, subject or self-regulation focussed feedback might look at Snape Wood, with opportunities provided in each example for pupils to act on the feedback given.

	Feedback more likely to move learning forward			Less likely
	Task	Subject	Self-regulation strategies	Personal
	 <p>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</p>	 <p>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</p>	 <p>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</p>	 <p>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</p>
KS1 examples	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	'Great work—you're brilliant at maths!'
KS2 examples	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'

5. Feedback does not exist in isolation; it is rooted in the firm foundations of effective instruction

- In their guidance report 'Teacher feedback to improve pupil learning', the Education Endowment Foundation lists as its number one fundamental principle of effective feedback: "ensure teaching is high quality, laying the foundations for effective feedback".
- At Snape Wood Primary School, our teaching staff provide high quality instruction and deliver effective teaching by considering the following key principles in their planning and lesson delivery:
 - Teaching staff build on pupils' prior knowledge and experience.
 - Teaching staff avoid overloading pupils' working memory by breaking down complex material into smaller steps.
 - Teaching staff encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills.
 - Teaching staff deliver a carefully-sequenced curriculum which teaches essential concepts, knowledge, skills, and principles.
 - Teaching staff use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations.
 - Teaching staff are aware of common misconceptions and prepare strategies to counter them.
 - Teaching staff plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning.
 - Teaching staff adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all.

- Teaching staff provide pupils with tools and strategies to plan, monitor, and evaluate their learning.
- Teaching staff use weekly feedback sheet to inform their planning for whole class, group and individual children progress.

6. Monitoring and review

- The governing body is responsible for monitoring the way this feedback policy is implemented.
- The Headteacher is responsible for the day to day organisation of feedback within school and that feedback is given in an appropriate way.
- Subject leaders monitor the way their subject is taught and assessed throughout the school. Feedback should inform future planning, and subject leaders need to be aware of the general progress of teaching methods and feedback throughout school.
- This policy has been agreed by the staff and will be reviewed in two years from September 2022.

Appendix 1:

Scoop and Boost – Same day feedback response and gap filling

Receiving feedback is one of the most vital elements of making progress ([EEF toolkit, 2020](#) +8 months progress based on evidence). Timely feedback gives children information about their learning and attainment, as well as a chance to work on what needs to be improved. It is important to give the children time to reflect and implement the feedback.

At Snape Wood, feedback will be same day and immediate where possible.

Scoop and boost will be completed once a day linked to the English or Math's taught that day. The lesson will be completed by all children (see flow chart above) and will end with the children leaving their books open on the page to be marked by the teacher.

The teacher will then highlight the learning objective with a **Yellow** (Golden Pen - achieved), highlighted **Orange** if completed independently after receiving additional support, or left blank (support required) depending on the outcome. The teacher will then prepare the books ready for the scoop and boost session.

YELLOW	Children identified for possible GDS (greater depth) and will have deepening questions prepared ready for the next lesson. Children could be completing these during the daily review.
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UNHIGHLIGHTED	During the lesson, teacher, or TA, to circle where the child went wrong, or an edit is needed, in Black Pen , to give them the opportunity respond; to edit and improve in pink pen (Think Pink). If the child completes this independently, then they can be highlighted yellow
UNHIGHLIGHTED BY END OF LESSON	TA/Teacher to work with this group of children by remodelling the learning from the main session and completing some questions together. If the child is confident then allow them to complete some questions independently. Highlight Orange if the child is now able to complete the work independently. Leave blank if the child still requires support from an adult. These pupils are target children for next lesson. We want them to get Yellow (Golden Pen) next time

At the end of the scoop and boost the teacher, or TA will have highlighted in the correct colour the objective where necessary and will have a named group of targeted children ready for the next session.

Achieving a high success rate is critical if learners are to embed their knowledge and progress. Therefore, if less than 80% of pupils achieve the LO independently during the session and after scoop and boost, the session must be retaught. Members of the Senior Leadership Team will support teachers to ensure lessons are effective and achieve a high success rate, but the responsibility will always be foremost with class teachers to ensure that they teach to an appropriate pitch, in line with our curriculum and follow Rosenshine's Principles of Instruction.

Expectations for feedback in a lesson

- ✓ Each piece of work will be marked daily by using the highlighters – **Yellow (Golden Pen)** learning objective achieved independently, **Orange** – support needed to achieve the learning objective, or left blank to show pupil was still unable to grasp learning – evidence of modelling and verbal feedback will be evident in this book.
- ✓ Staff to circle in Black Pen areas for improvement/ editing. Pupils then make their improvements in **pink pen – Think Pink**
- ✓ Where children have worked with their peers and collaboration has taken place, any comments or marking needs to be in **purple pen** (used by the children – Peer Purple).
- ✓ Verbal feedback will be given during lesson time and a scoop and boost session completed each day linked to either English or maths. Staff must ensure that they are giving verbal feedback throughout the session. This will be evident in the children's books through the pink comments – think pink pens.
- ✓ In KS2, some classes are developing a code in order to facilitate feed forward feedback.

Marking symbols

Marking symbols Foundation Stage	Marking symbols KS1	Marking symbols KS2
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S I	Adult Support independent	Sp C P	Spelling mistake Capital letter incorrect Check punctuation	Sp C P	Spelling mistake Capital letter incorrect Check punctuation
All children at SWPS use the following pens: Blue pen- writing Pink pens – Think Pink (child responding to feedback) Purple pen – Peer Purple (peer review)					