



## Chorlton CE Primary School Feedback policy

### Policy information and Review

#### Names person with designated responsibility

Academic Year	Designated Lead Person(s)
2022-2023	Thomas Butler
2023-2024	<a href="#">Thomas Butler</a>

#### Policy review dates

Review date	Changes made	By whom
September 2022	Updated feedback sheet	Thomas Butler
September 2023		

#### Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2022-2023	7.9.22	
2023-2024	To be ratified 7.9.24	

***Article 28 (right to education) Every child has the right to an education.***

***Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.***

## **Introduction**

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112 )

'If feedback is directed at the right level, it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learned. To be effective, feedback needs to be clear, purposeful, meaningful, and compatible with students' prior knowledge and to provide logical connections.'

(John Hattie & Helen Timperley – The Power of Feedback 2007)

Feedback is an integral and important part of teaching and learning; we know this from many studies and extensive research. At Chorlton C of E, our aim is to create a culture of rich and effective feedback between teachers and pupils in order to support effective learning using those approaches which research and evidence suggest are the most effective.

This policy recognises the significant time that written feedback can take and therefore seeks to make the most effective use of teacher and support staff time. In order to do this, it incorporates the findings of the Independent Teacher Workload Review Group and the EEF Marking Review in 2016.

## **Aims**

- Feedback should be an integral part of the process of responsive teaching which is evident in all lessons.
- It should be a two-way process: teachers will learn and be able to adapt their instruction from the feedback they receive from pupils within lessons; pupils will be able to learn from effective feedback they receive.
- It is primarily a verbal process that takes place between teachers and pupils.
- It is given where there is time and opportunity for pupils to respond to the feedback they have received.
- It will look different in different year groups across school and be 'age-appropriate'.
- It is based on a thorough understanding of individual pupils and their learning. Although this policy aims to reduce the amount of written comments made, we still expect that teachers spend time reading pupils' work regularly and carefully in order to identify misconceptions.
- Feedback should ultimately aim to improve the pupils' knowledge and understanding as opposed to simply improving the pupils' work.

## Types of feedback

Timing of feedback can be categorised into the following three stages:

- **Immediate feedback.** This takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching. The teacher will write VF in the child's book to indicate when verbal feedback has been given in the moment.
- **Summary feedback.** This may take place at the end of a lesson. It may involve some form of self/peer assessment.
- **Distance feedback.** This takes place away from the lesson and provides feedback to the teacher about how well pupils have understood concepts. This, in turn, informs planning for future learning opportunities. Can include marking stamps and the use of whole class feedback sheets to focus on the next steps for the whole class, groups or for individuals.

Type of feedback	What it might look like
Immediate	<p><b>Takes place within lessons as part of teaching</b></p> <p>Includes teacher gathering feedback from verbal responses, mini-whiteboards, book work, etc.</p> <p>Takes place in lessons with individuals, small groups or the whole class.</p> <p>Is given verbally so that the impact can be immediate. VF written in child's book.</p> <p>May be given by teaching assistants, other adults or peers.</p> <p>May involve further support, challenge or a change of task.</p> <p>May re-direct the focus of teaching or the task.</p>
Summary	<p><b>Takes place at the end of a lesson or activity</b></p> <p>Provides an opportunity for evaluation of learning in the lesson.</p> <p>May take the form of self- or peer- assessment against an agreed set of success criteria.</p> <p>In some cases, may guide a teacher's further use of distance feedback, focusing on areas of need or particular interest.</p>

<b>Distance</b>	<p><b>Takes place away from the point of teaching</b></p> <p>Provides teachers with opportunities for assessment of understanding.</p> <p>Adaptation of future lessons through planning, grouping or adaptation of tasks – teachers may group books into different piles to identify where ‘group feedback’ is required in the next session.</p> <p>Teachers to retain copies of feedback sheets to organise feedback and support their teaching within the next lessons, as well as provide evidence for subject leaders.</p>
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### **Practical Guidance on the approach to feedback at Chorlton C of E**

Pupils complete their work in lessons as normal. The books are handed in at the end of the lesson and the teacher then reads each child’s work and analyses the common errors being made. Any basic errors (e.g. GPS errors in English and number fact errors in maths) may be indicated by the teacher using the school’s marking stamps. Teachers may add praise comments or stickers where needed to indicate work that shows particularly good effort on the part of the student. During the book analysis, the teacher may complete a feedback sheet using the template below:

<b>Work to Praise and Share</b>	<b>Common spelling errors</b>
<b>Presentation – handwriting/underlining/doodles</b>	<b>Technical errors – grammar/punctuation</b>
<b>Specific focus points</b>	

Teachers make notes using this grid to analyse the set of books and identify common errors and misconceptions which can be addressed in the next lesson. During the next lesson, a short ‘Feedback Session’ often takes place and pupils in Y1 - 6 use green pen to correct or edit their work.

Teachers use these feedback sheets and sessions across all areas of the curriculum, although not every lesson will require one.

This approach ensures that feedback is timely and actionable. The time saved using this approach can then be used more effectively to plan feedback tasks and adapt the next lesson in light of the feedback.

## What a 'Feedback Session' looks like –

Teachers use the feedback sheet to feedback to a class on their previous lesson (this should take approximately 5-10 minutes in a typical lesson although can be longer or shorter dependent on need). The feedback session typically has three layers – individual feedback, group feedback and whole class feedback. A session might contain some of the following elements...

1. Share feedback with individuals (teacher or TA)
2. Share feedback with groups (teacher or TA)
3. Share feedback with the whole class
4. Share good work picking out the key features perhaps using the visualiser.
5. Common basic errors may be shared and retaught – e.g. a teacher may write a sentence/calculation containing the common mistake rather than using actual pupils' work and ask pupils to identify the mistake and correct it. Teachers may reteach any words that were spelled incorrectly by groups of pupils. Pupils then get the chance for deliberate practice.
6. Common misconceptions from previous lesson are shared and re-taught. Pupils may practise the skill on whiteboards etc.
7. Pupils may then respond to the feedback given. Where possible, feedback focuses on improving children's knowledge and understanding not just improving their previous piece of work.

## Appendix 1 – Marking stamps

These may be used to indicate errors in writing where the teacher deems it to be an appropriate use of their time.

### Marking Stamps - English



CHORLTON C of E  
PRIMARY SCHOOL

- Enhance teaching and learning
- Identify targets for written work
- Consistent whole key stage approach



Capital/lower case  
letters



Finger Spaces



Full stops



Letter formation



Punctuation



Handwriting  
(ascenders/descenders  
)



Represents some  
sounds correctly



Spelling mistake



Look carefully

'Loving to learn; learning to love'

# Marking Stamps - Maths



- Enhance teaching and learning
- Identify targets for written work
- Consistent whole key stage approach



Count carefully



Number formation



Use resources



Use a different operation



Show your working



Maths mastery



Number per square



Use a ruler

'Loving to learn; learning to love'