



Policy title:	Feedback Policy
Policy folder:	Curriculum
Last reviewed:	July 2024
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Lead by:	Assistant Headteacher

Feedback at Lantern Lane – Rationale

Purposes of Feedback:

At Lantern Lane, we want our children to CARE about their learning so that they can reach their full potential and...

- *Have the knowledge to make sense of the world in which they live in and relate to others in it;
- *Have the skills needed to enjoy life and learning;
- *Understand themselves as learners, knowing that learning is life-long;
- *See the value of continued hard work.

In supporting all pupils at Lantern Lane to achieve this, we understand the importance of timely and effective feedback.

Feedback provides the opportunity to close the gap between current performance and desired future performance through identification of gaps in understanding; motivating pupils to improve (by celebrating their successes) and providing them with clear next steps.

To this end, feedback should inform both pupils and their teachers:

- Feedback should allow children to reflect on their own learning & set appropriate goals to improve their learning or skills in the future.
- The process of feedback provides invaluable information for teachers about what has been learnt and where further or different input is required.

All learners should be actively involved in the dialogue that supports effective feedback, be this written or verbal.

Principles of Effective Feedback:

Effective feedback will:

- Be regular and in the form best suited to the children's age and/or level of attainment; the subject, and the stage in the sequence of learning;
- Be related to the learning objectives and success criteria for the sequence of learning (and, hence, considered during initial planning of any learning).
- Identify clear next steps for the child (based on their starting points)
- Identify strategies that the child could use to achieve these next steps;
- Actively involve the children and be motivating and constructive for them;
- Be manageable for staff (please see below).

Changes to the policy:

This policy was updated in June 2021 to reflect current changes in thinking on the effectiveness of different forms of feedback - both based on national research and practices that have been trialled and evaluated in our own setting. Since then, the practices have become very well-established and continue to ensure the desired outcomes listed above.

Whilst strong outcomes for all pupils is the key determiner of this policy, we recognise that feedback practices can have a significant impact on staff workload. As a school, we seek to eliminate any unnecessary work pressures to allow staff to use their time in the way that will have the greatest impact on pupil progress (e.g. making adjustments to a sequence of learning or developing resources) whilst ensuring that their wellbeing is not compromised.

This revised feedback policy was developed in collaboration with all teaching staff and staff continue to be consulted on its effectiveness and impact on workload.

Types & Timing of Feedback:

When choosing the correct form of feedback, teachers should use their knowledge of their class, individual groups and pupils whilst also considering the main purpose of the feedback they are giving, e.g. to support the child in editing & improving a draft piece of work OR in doing a final assessment of the child's progress against given assessment criteria.

In addition, it is recognised that the type of feedback chosen is likely to vary accordingly to the age or learning stage of the child. Accordingly, feedback approaches will be outlined below for each of the three key stages.

Feedback should be given as close to the point of learning as possible, e.g. within the lesson; at the end of the lesson, or at the start of the next lesson in the sequence of learning.

Immediate:	Responsive:	Progressive:
*Takes place within the lessons with the whole class, groups or individuals. *Recognises positive outcomes but addresses misconceptions or re-directs the focus of the task. *Often given verbally. *Likely to require immediate response by the learner/ learners and this is likely to be shown through improvements to work done.	*Takes place after the lesson or activity with individuals and groups. *Recognises what has been achieved but targets gaps in knowledge or skills that have prevented lesson objectives being met. *Largely given verbally with, on some occasions at least, children's responses being recorded to show the progress that has been made.	*Involves the teacher looking at the work of all pupils or specific groups - to identify both key strengths and misconceptions for both the whole class and different groups. *Given in both written and verbal form at the start of the next lesson in the sequence. *Time is allocated for children to undertake further practice or edit their work based on the feedback given.
Examples: Mini-plenaries* given to the whole class or a group of children to address misconceptions or provide additional challenge. Verbal feedback (individually or in small groups) identifying corrections/ next steps given to an individual. In EYFS, a sticker given to represent good work and an explanation of how/ why the sticker has been given.	Examples: Same-day maths intervention: children who have not met the learning objective receive further teaching and/ or opportunity to practise after lunch on the day of initial teaching (supported by either the teacher or teaching assistant). Writers' Conferences: children review their written work with a teacher - focusing on which of the success criteria have been met and identifying appropriate targets. Examples are provided or the existing piece of work is used to demonstrate clearly what the next steps are.	Examples: Whole class feedback: here, the class reviews the successes of the previous session's work and revisits areas needing development - usually with the opportunity to practise skills again or to edit the original piece of work (e.g. editing flaps when improving writing). Margin marking (KS2): written feedback, usually given at the start of a unit of learning, designed to draw children's attention to areas of improvement needed, e.g. spellings needing checking and/ or punctuation needing adding. See appendix for coding.

Feedback should be given in a way that will be most accessible to the pupil, e.g. verbal; written; based on codes and/ or visual prompts that are instantly recognisable to the child.

*A mini-plenary is where the teacher will bring all children back together to review the work done so far, address any misconceptions and/ or provide additional explanations, examples and opportunities for questions.

Whole Class Feedback:

At Lantern Lane, we recognise that there is a place for whole class feedback in certain subjects and at certain points in the sequence of learning, e.g. when many of the areas requiring improvement are shared by the majority of the class.

Where this is given, teachers will record using the agreed format (see Appendix 1); this sheet prompts thinking about the strengths & areas for improvement for the whole class, certain groups and even individuals. It also allows for the planning of next steps. This can be used by the teacher alone or shared with the class to direct improvement to work.

The books will indicate that whole class feedback (see feedback codes) has been used and it will be clearly explained to the children how this feedback works and why it is the best choice for a particular piece of work.

Self-and Peer Assessment:

Whilst the teacher is the most effective at identifying misconceptions in a pupil's work, the learners themselves and their peers can also have a positive impact if supported to give feedback that is relevant in the correct way.

- Self-assessment should be supported by clear goals, e.g. success criteria, and explicit instruction in how to evaluate their work.
- Peer-assessment should be supported by clear goals, e.g. success criteria, and modelling of how to provide support in the most constructive way.

Where self- or peer-assessment is considered to be the most effective choice, teachers will still review the children's books daily to determine progress for the class, groups and individuals to determine the appropriate next steps.

Monitoring/ Review of Feedback:

In line with the above principles, effective feedback may vary across subjects and across the different age groups in school. Equally, it may be personalised to individual children or to specific groups in line with our inclusion practices in school.

When monitoring feedback, the key criteria will be whether progress has resulted from the choices made by the teacher. The teacher may be asked to explain why a particular form of feedback was chosen for that lesson or group of children.

Written Feedback: written feedback (often referred to as 'marking') is just one option that teachers may select.

Wherever possible, feedback - when given in a written form - will be based on an agreed coding system that is recognised and understood by both staff and children. The benefits of using such a coding system are as follows:

- it provides information in a way that is accessible to and can be understood by all children;
- it is time-efficient for staff allowing greater focus on other areas that will promote progress whilst fully meeting the requirement for clear feedback.

The key to the coding system is in its clarity and its universal message. Staff will explain the coding system clearly to all children and reinforce this understanding through its repeated use, ensuring that it is displayed in every classroom and referred to as often as is required.

Senior leaders in school will monitor how the coding system is used and the extent to which children both understand it and engage with it.

Feedback – Maths:

The following feedback codes will be used across KS1 and KS2 to ensure consistency and a clear message for children.

The use of codes is intended to make feedback accessible to all children including our dyslexic children and those with SEND (with this being regularly monitored by the SENCo and/or Dyslexia Lead).

By showing how much support that the child had in completing a piece of work (either through the use of equipment or working with a peer/ adult), this will support teaching staff when reviewing learning, assessing current understanding and planning for future progression.

Code	Explanation		Code	Explanation
	You have used equipment to support your learning.		GW (with initials)	A teacher or teaching assistant guided your work here.
 Beside LO.	You are <i>developing learning</i> in relation to the learning objective.		PW/PW	You worked together with a partner on your work here.
 Beside LO.	You are <i>securing learning</i> in relation to the learning objective.		CR	You have a correction to complete here.
 Beside LO.	You are <i>mastering learning</i> in relation to the learning objective.		CH	You have a challenge to complete here.
	Answer to individual question is incorrect. Complete a correction in purple pen.			Self-assessed. Answer to individual question is correct.
	Answer to individual question is correct.			Self-assessed. Answer to individual question is incorrect. Complete a correction in purple pen.
VF	Verbal feedback. Your teacher has explained further to support your progress.		WCF	You will receive your feedback as a whole class in the next lesson.

Notes:

- ❖ The assumption is that pupils have worked independently unless guided work/ paired work is marked beside a whole lesson or individual question.
- ❖ If pupils have completed additional work to consolidate the objective outside of the lesson time, this will be shown in their books with a **same day intervention** stamp and the initials of the person that has delivered/ supported this. Where appropriate, the subsequent intervention work will be recorded in maths books to continue the learning journey (if being recorded). However, it is anticipated that much of the intervention work will take place practically and on whiteboards.
- ❖ Time will always be allocated for the child to review the feedback given, making any corrections and responding to any challenges that have been set. This opportunity will be given as soon as possible to

ensure that this process has the biggest impact on the progress of the child. All responses to feedback will be done in purple pen so the teacher can identify these easily for checking.

- ❖ If a child has been allocated a specific target in maths that extends beyond one lesson (e.g. show all your working when problem-solving), then the teacher may also choose to comment on progress towards this in writing as well as verbally.
- ❖ Whole class feedback may be appropriate in maths where a misconception or method error is common to a significant majority of the class.

Feedback – Writing:

Due to the nature of the subject of writing, feedback here will vary more as a result of the age of the child and, hence ...

KS2:

Feedback for writing may also vary depending on the stage in the writing process. Children in KS2 are taught the skills that will be necessary for a piece of writing and then will begin to draft their work. As they draft, they will also be supported to edit and improve their work. A final polished piece will then be produced, which the teacher will use to assess progress and set targets for future writing.

Skill development:

Feedback is likely to be in the form of verbal feedback within the session in conjunction with self- or peer assessment. Where the teacher deems it appropriate to review the outcomes further, feedback is likely to take the form of / / / / / LO (see marking code below) in most instances – unless something more is required for a particular child or group.

Drafting (including editing):

Once a draft has been written, the teacher will either:

*Give 1:1 verbal feedback in the moment or prior to the next session. If this happens, VF will be written in the child's book. There may also be some evidence of what the focus of discussion was, e.g. an example of the development point.

*Go through each book and complete a whole class feedback form. WCF will be written in the book and the sheet will be stored by the teacher. From this, an editing session will be planned and the next steps for the children will be decided.

*Go through each book and give written feedback in the margin. Codes: Cc (capital letter error), P (punctuation error), sp. (spelling error), MW (missing word), * (target). G (grammar error).

This type of marking is most likely to be used at the start of the year when children are being 'trained' to spot mistakes.

*Go through each book, recognising strengths with the triple tick system and identifying a development target.

Once again, the teacher will select the form of feedback used on the premise of which one is most likely to support the child to make progress.

Independent Writing:

Once a piece of independent writing has been completed, the teacher will:

Complete a success criteria tick list (see an example in **Appendix 3a**). This tick list will be completed by the teacher to show the child what they have done well (tick system as shown below) and the areas that need developing in future pieces of work.

Target setting for KS2: A sheet of stickers will be given to the children. They will copy their new target onto the sticker and stick this in their English Skills book ahead of their next draft (see example in **Appendix 3b**).

In all of the above, the following coding system will be used. This has been designed to complement the maths feedback strategy to promote consistency amongst both teaching staff and pupils.

Code	Explanation	Code	Explanation
 Beside LO.	You are <u>developing learning</u> in relation to the learning objective.	GW (with initials)	A teacher or teaching assistant guided your work here.
  Beside LO.	Your learning is <u>secure</u> in relation to the learning objective.	PW/PW	You worked together with a partner on your work here.
   Beside LO.	You are <u>mastering learning</u> in relation to the learning objective.	CR	You have a correction to complete here.
	Answer to individual question is incorrect.	CH	You have a challenge to complete here.
	Answer to individual question is correct.	 	Self-assessed. Answer to individual question is correct. Self-assessed. Answer to individual question is incorrect. Complete a correction in purple pen.
VF	Verbal feedback. Your teacher has explained further to support your progress.	WCF	You will receive your feedback as a whole class in the next lesson.

KS1:

The younger children in school will follow the 1/2/3 tick system outlined above.

Their work will also be annotated with the codes, GW and WCF, to demonstrate the support that they have been given.

Their editing and drafting is much more likely to be adult guided and hence supported by high levels of verbal feedback 'in the moment'.

When completing an independent write, success criteria will be shared with the children (most often incorporated within their writing frame) and completed by the teacher as the work proceeds or afterwards (as appropriate). See the example in **Appendix 3c**.

Next steps - in most instances - will be communicated by the adults working with the class, group or individual child.

Feedback in EYFS - Key Principles:

Children in the EYFS are motivated by their relationships with the adults, who know them best. The everyday conversations and celebrations of learning which take place in the moment are what stands out for the children and how they measure their own success. Class rewards systems are designed to ensure that children are shown what is good about their work in a range of ways that have meaning to them, e.g. receiving a sticker, a house point. A discussion will take place when the reward is given about why it has been earned.

In respect of areas of development, next steps for children are often put into practice before the child has even left the activity. For example, if a child doesn't use a finger space between the first 2 words, they are reminded in the moment to do so. Accordingly, there is no need for extensive written feedback by staff, especially as this will have no meaning to the children themselves. If corrections or a comment are added to a piece of work, this would be when an adult is working directly with a child to reflect on what has been achieved. Teaching staff will, however, use the following codes to show the context of the piece of work:

GW - this piece of work has been completed with the help of an adult.

PW - this piece of work has been completed with the help of a peer.

Where neither of these codes appears, the assumption is made that the work was completed independently by the child.

Feedback - Foundation Subjects.

The same feedback principles will be applied to the foundation subjects, where the teacher will choose the type of feedback that will make the most impact on the children's progress in the respective subjects.

For written pieces of work, both the related enquiry question (see curriculum details on the Lantern Lane website) and the skills being taught will be identified. The teacher will indicate the degree that these have been met with the same ✓ system as used with the foundation subjects. Feedback in foundation subjects will predominantly relate to the subject-specific learning but may also feature some response in respect of core subject targets personal to the child, group or class.

A question or challenge may be given to support deeper thinking on the part of the pupil, where the teacher considers this to be appropriate, or a child may be asked to correct their work in some respect. Where this is the case, time will be given in a subsequent lesson for children to respond to the teacher's feedback.

Lantern Lane Primary School - Presentation Expectations.

We consider that careful presentation of work is very important: it allows the teacher to clearly see what has been achieved and where any errors have been made, thereby ensuring that future progress can be supported. It also demonstrates that both teachers and children have high aspirations for and pride in the work that they have spent time doing.

Accordingly, it is important that everyone understands the expectations (see below) and that feedback includes comments on whether these have been met - where appropriate. We understand that for some children, presenting their work in line with these may present an additional challenge and, for these children, staff will provide the support needed to ensure that presentation is improving with a view to achieving the best standards possible.

- Pupils will use pencil for the vast majority of the work completed in school (see later for exceptions).
- In UKS2, where the teacher judges that fluency, letter formation and style is sufficiently well-developed, pupils may be given the opportunity to complete some pieces of work in pen.
- At the appropriate stage, all children will be taught the use of a ruler to produce a single straight line. Teachers will continue to model this requirement as the children move through school and develop greater independence.
- Rubbers will be used at the discretion of the teacher and will reflect the purpose of the task and age of the child (see below also).

Work in all subjects (with the exception of art where children are encouraged to regularly revisit a piece of work to improve or extend) should be dated and have a title that reflects either/ or the lesson knowledge, skills taught or the enquiry question (Geography, History, Science, RE). In art, the objectives taught in a particular unit of learning will be shown at the start of the sketchbook (so that they do not detract from the child's creative use of the space on the page).

Example:

Why do people live in or visit the Mediterranean? [Enquiry Question from plan].

I can explain why people might choose to live in one place rather than another. [Skills from curriculum map].

What do Hindu's believe about the cycle of life and death? *[Enquiry Question from plan]*.

I understand Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha. *[Paraphrased to be child-friendly from RE syllabus 2021]*

At times (for younger children or where the title is lengthy), this will be provided as part of the worksheet or on a slip of paper for the children to stick carefully into their books.

Some expectations in respect of presentation relate specifically to maths, where we consider a neat and logical layout to be essential to promote accuracy and logical thinking.

Presentation in maths:

KS1 pupils will be instructed in and supported to present all written maths work neatly.

When working in their maths books, KS1 children will write 1-digit in each box.

All worksheets will have a learning objective and children are to neatly write their name and date.

KS1 pupils will stick the slips showing the date and learning objectives into their maths books neatly at the top of a new page.

All work completed in maths is done in pencil. Rubbers are discouraged when completing number work. Pupils should cross out work with straight lines, allowing the teacher to analyse the errors when reviewing books.

Rubbers may be appropriate when working on shape/ space work.

Where the children self- or peer assess work, the following should be modelled and expected:

*Ticks in purple pen fit within a 1cm square.

*Dots in purple pen are of a sensible size.

*Corrections are completed neatly in purple pen with the same presentation expectations as when working in pencil.

Pupils in Year 2 will begin to follow the KS2 expectations (see below) in the summer term to help them prepare for transition.

KS2:

- ✓ KS2 pupils draw a margin on the left side of the page with a ruler. The margin is 2 squares wide.
- ✓ KS2 pupils place the date in numerals in the right-hand corner of the page or below the last ruled off piece of work. E.g., 2/9/19.
- ✓ In UKS2, pupils record a title, which identifies the specific learning objective. e.g. **I can** use partitioning when adding. In LKS2, the teacher uses their judgement to record the title at the top of a question slip for the children or to ask them to write this independently [this may also be appropriate for small numbers of children in UKS2 also].
- ✓ Both the title and date are underlined with a ruler and pencil.
- ✓ All work completed in maths is done in pencil. Rubbers are discouraged when completing number work. Pupils should cross out work with straight lines, allowing the teacher to analyse the errors when reviewing books. Rubbers may be appropriate when working on shape/ space work.
- ✓ Numerals are set out in maths with one digit per box.
- ✓ All straight lines are drawn with a ruler. E.g. Lines to mark answer row in a column addition.
- ✓ When self- assessing work, KS2 pupils use purple pen.
- ✓ Ticks in purple pen fit within a 1cm square.
- ✓ Dots in purple pen are of a sensible size.
- ✓ Corrections are completed neatly in purple pen with the same presentation expectations as when working in pencil.

Appendix 1: Codes for Margin Marking – KS2:

Margin marking codes:

Cc – Capital letter error

P – Punctuation error

sp – Spelling error

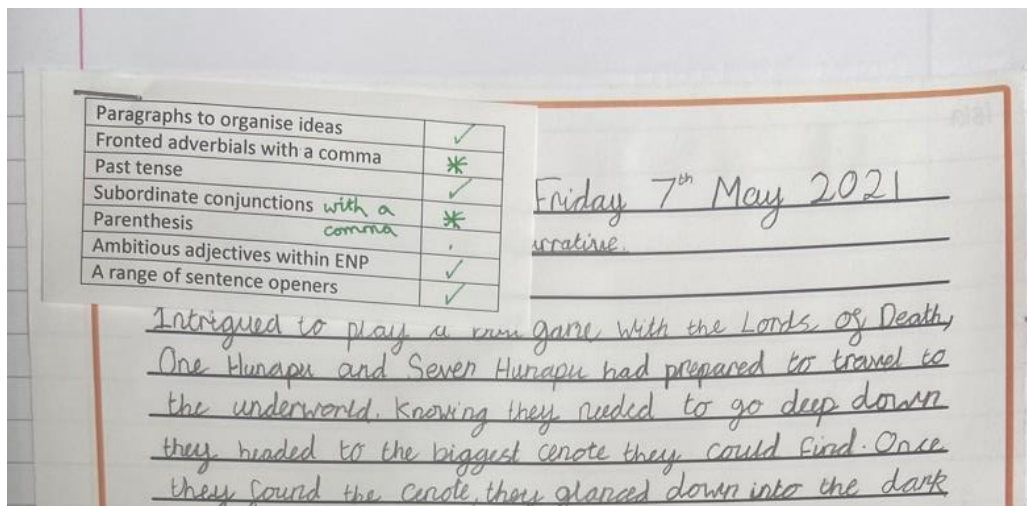
MW – Missing word

***** – Target

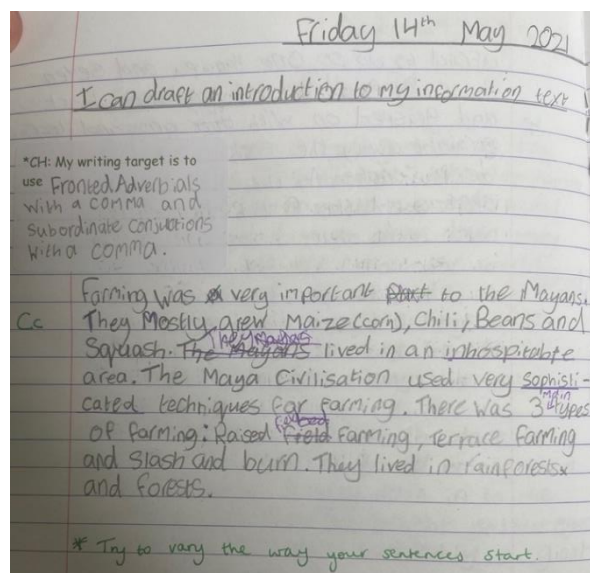
Appendix 2: Documentation to support Whole Class Feedback.

 Lantern Lane PRIMARY SCHOOL Confidence, achievement, Respect, Enthusiasm	WHOLE CLASS FEEDBACK	Subject: Learning Focus: Date
Work to praise & share:		Further support required:
Error in basic skills:		Presentation/ layout:
Misconceptions to be addressed: Next Learning Steps:		Challenge/ Development Activities (if required)

Appendix 3a: Success Criteria - Independent Writing in KS2.



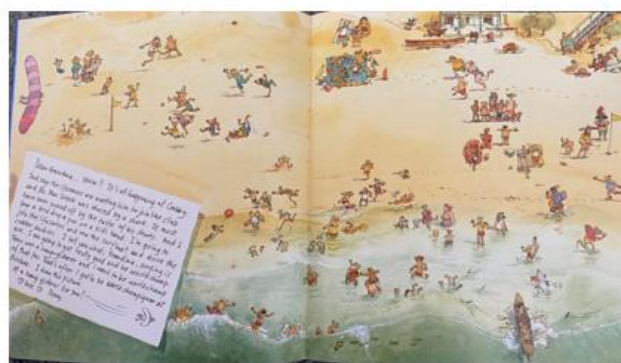
Appendix 3b: Target Recording Stickers in KS2.



Appendix 3c: Success Criteria – Independent Writing in KS1.

Name..... Date.....

I can write a detailed setting description



Have I included...	You	Teacher
Capital letters and full stops?		
Expanded noun phrases with commas?		
Commas in a list?		
Super spelling?		