



Feedback Policy

Signed by:

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Headteacher

Date: May 2023

Mr D Hall

Chair of governors

Date: May 2023

Statement of intent

Mulbarton Primary School understands that a comprehensive and clear feedback policy is the key to helping pupils achieve and surpass their potential. This policy aims to give guidance to staff and provide a clear outline of the expectations in regards to marking and feedback. Teachers at our school will ensure that the purpose of feedback is to further our children's learning.

1 Key Principles

1. The sole focus on feedback should be to further children's learning
2. Feedback should be specific, accurate and clear
3. Feedback should encourage and support further effort
4. Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification
5. Written comments should only be used where they are accessible to children according to age and ability and where the teacher feels it is necessary
6. Pupil's work should be reviewed at the earliest opportunity so that it might have a greater impact on future learning
7. Feedback delivered closest to the point of action is most effective, and as such feedback in lessons is more effective than comments provided at a later date
8. Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and can take many forms
9. Feedback is part of the school's wider assessment processes, which aim to: provide an appropriate level of challenge to pupils in lessons and to identify the next sequence of learning for pupils, allowing them to make good progress

2 Types of feedback

1. **Immediate feedback – at the point of teaching**
2. **Summary feedback – at the end of a lesson/task**
3. **Review feedback – away from the point of teaching**

Type	What it looks like
Immediate	<ul style="list-style-type: none"> • In lessons with individuals or small groups • Often given verbally to individuals, groups or class for immediate action • May involve a TA to provide extra support or challenge • May re-direct the focus of learning • May include highlighting, annotations or other written forms • Also involves the teacher gathering feedback: mini-whiteboards, books, observation, listening to discussions, through co-operative learning etc.
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity (plenary/mini plenaries) • Provides an opportunity to evaluate the learning in the lesson • Often involves the whole class or groups • Often given verbally to individuals, groups or class • May involve peer/self-assessment against a success criteria
Review	<ul style="list-style-type: none"> • Takes place away from point of teaching • May involve 'distance marking' or marking a sample of answers. May include written comments/well-being rewards, use of the school's marking code and notes by the teacher on 'DM sheets' (Appendix I) • Provides teacher with an opportunity to assess understanding • Leads to adaptation of future lessons through planning, groupings, adaptation of tasks etc. • May lead to corrections/further challenges being set for pupils' future attention. These might presented as part of subsequent lessons.

3 Focussed learning and feedback

At Mulbarton Primary School we believe that feedback is most effective when learning is focused and pupils are given clear guidelines. In this way, children are aware of the subject content they need to learn and understand. At Mulbarton Primary School, teachers will ensure lessons remain focussed by:

- Clearly outlining the learning objective for each lesson.
- Explaining the areas the pupils will need to understand.
- Having clear, differentiated challenges where appropriate.
- Having a clear plan in mind for the progression of learning in the subject.

4 Rewarding good work

Positive reinforcement is a valuable and effective way for pupils to understand how they are improving. By pointing out that a pupil is performing well it encourages them to improve their performance over time.

Rewards will be given in a number of ways, such as:

- Verbal praise in a one-to-one setting
- House points
- Dojos

- Displaying excellent work in the classroom – WAGOLLS
- Head Teacher’s stickers
- Wonderful learner certificates

5 Peer-to-peer feedback

By involving students in reviewing each other’s work, teachers will help pupils to identify successful methods of learning. This will always be done at the teacher’s discretion and only with pupils who are able to learn from the process. Pupils will be given clear success criteria to help them to focus their feedback on the relevant learning. Pupils will be encouraged to pick out positive aspects of the work along with an area to improve.

6 Self-evaluation

At Mulbarton Primary School we encourage pupils to be reflective and take responsibility for their own learning. Sometimes the children will evaluate their own work, under the guidance of the teacher. DIRT (Dedicated Improvement and Reflection Time) is timetabled weekly.

7 Marking

At Mulbarton Primary School we recognise that the best feedback is often immediate and takes many forms. We recognise that marking forms only a small part of feedback. Where feedback does follow the form of marking, staff follow these guidelines:

7.1 Marking of closed tasks in Maths and English

Closed tasks can be defined as those tasks where the answer is either correct or incorrect. Answers are often short – a numerical answer, a word or a sentence.

Strategies at Mulbarton Primary School include:

- Teachers completing a Distance Marking (DM) sheet after the lesson (Appendix I)
- Ticking a sample of answers. Teachers will use their professional judgement to select a sample that reflects the spectrum of learning from the lesson. At Key Stage 1, all answers will be ticked.
- Using symbols from the school’s marking code (Appendices II and III), for example to indicate where a correction needs to be done or where a pupil needs to work with an adult.
- A short well-being comment or reward (see ‘Rewarding good work’) if and when appropriate.

7.2 Marking of open-ended tasks in Maths and English

Open-ended tasks can be defined as those tasks where the work is not necessarily correct or incorrect. Pupil responses are often longer– a piece of writing, a mathematical explanation or hypothesis.

Strategies at Mulbarton Primary School include:

- Teachers complete a Distance Marking (DM) sheet after the lesson (Appendix I).
- Using symbols from the school's marking code (Appendices II and III), for example to indicate where a correction needs to be done or where a pupil needs to work with an adult in future lessons.
- A short well-being comment or reward (see 'Rewarding good work') if and when appropriate.

7.3 Marking of science/topic work/foundation subjects

Strategies at Mulbarton Primary School include:

- Ticking a sample of answers, where appropriate.
- More comprehensive written marking or use of a DM sheet, as appropriate.
- Using symbols from the school's marking code (Appendices II and III), for example to indicate where a correction needs to be done or where a pupil needs to work with an adult in future lessons.
- A short well-being comment or reward (see 'Rewarding good work') if and when appropriate.

7.4 Marking – general information

Marking should be in a different colour to pupil's work. Pupils work in blue pen, and do corrections/editing in green.

8 Improvement and reflection time

It is essential that pupils are given time to read and respond to feedback, including marking. Teachers will plan time in future lessons as required. During this time some children might be working with an adult to address misconceptions, other pupils might be undertaking independent correction work and some pupils may be provided with an 'extra challenge' to extend or broaden their learning. This extra challenge might, for example, be displayed on the classroom whiteboard and be given to a group of children.

DIRT time is timetabled weekly for all year groups.

9 Reviewing progress

It is important to continually evaluate whether the school's Feedback Policy is working. As part of this process, senior leaders and subject leaders will monitor the effectiveness of feedback. This might be done through learning walks: drop-ins, talking to pupils and work scrutiny.

Appendices

- I DM sheet
- II Marking code for KS1
- III Marking code for KS2
- IV Teacher's quick guide to marking