

Feedback Policy

Introduction

At St. John's we recognise that providing feedback to pupils is a critical element in ensuring their progress by diminishing the difference between what they have achieved and what they could achieve. This view, and this policy, is underpinned by evidence of best practice from the Education Endowment Foundation, John Hattie and others. It recognises that feedback is a two-way process that takes a variety of forms, both verbal and written.

The key purpose of feedback is that it should be to further pupils' learning and enable them to fulfil our vision to 'Fly High Like an Eagle'. This vision is equally applicable to our staff and therefore we are always mindful of workload. To this end, time spent on feedback should always be proportionate to the relative learning gains for the children and evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.

Why we do it

- To value the child's efforts and to encourage and support further effort.
- To redirect or refocus either the teacher's or the child's actions to achieve a goal.
- To ensure an appropriate level of challenge.
- To provide guidance to the child on how to improve.
- To assess individual progress and the child's response to teaching points.
- To empower learners to become resilient, independent and self-reflective.

Principles

- 1 All feedback should be direct, specific, accurate and clear, and be given in a warm or positive tone, even when negative feedback is required.
- 2 In the classroom, formative assessment is used by the teacher to provide feedback to pupils in a variety of forms. Teachers are expected to adapt and respond to pupils in a dynamic way to ensure sufficient support and challenge to maximise learning; this occurs both during a lesson and in planning for subsequent lessons.
- 3 Feedback is often effective when it takes place closest to the activity; as such, feedback in lessons is more effective than comments provided at a later date e.g. through marking. To maximise impact, feedback should be given before the next lesson in a sequence. Unless, a deliberate decision is made to space the learning in which case it can be done at a later date.
- 4 Our ethos encourages children to see errors as informative and an important part of the learning process and this is reinforced regularly by staff.
- 5 Feedback should make explicit to the pupil what s/he needs to do next in their learning.
- 6 Feedback should be closely related to the objective of the lesson, careless mistakes and significant gaps should also be picked up; not all errors will necessarily be acknowledged.
- 7 Feedback also includes self and peer review; teachers will always provide clear guidance and support to ensure these are worthwhile activities for all pupils.
- 8 Verbal feedback is often more detailed and interactive than written comments and benefits from teacher gesture, intonation etc.

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- 9 Written comments should only be used where they are accessible to pupils. These should vary according to age and ability of pupils and take account of any SEND or EAL needs.
- 10 After feedback, pupils should always be given time to reflect, review and respond. It is essential that children complete corrections / next steps indicated by the adults. This is especially important after marking, otherwise it negates the precious time the teacher has spent and does little to improve learning. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to take responsibility for improving their work.
- 11 All staff will use the agreed marking symbols; these will be accessible in classrooms.
- 12 When written feedback is provided by supply teachers, they are required to initial work and follow this policy.
- 13 Although it may appear that work in books has not been acknowledged, teachers will respond in a variety of ways which may not be recorded. Importantly the child's learning journey should be evident in their book and this will be monitored by senior leaders.

EqlA was carried out but all outcomes were "neutral" or "positive" for all

Due regard was taken by carrying out an EqlA to consider the impact on protected groups. However, the impact of the proposal was positive (or at least neutral) for all.	Tick required: √	Date: 08/05/2025
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Appendix: Guidelines for Staff

Adhering to the principles in the Feedback Policy, what follows are some guidelines for implementation. They can be broken down into 3 categories:

- Immediate feedback – during the lesson
- Summary feedback – at the end of the lesson / task
- Review feedback – away from the lesson

Immediate Feedback
<ul style="list-style-type: none"> • In lessons with individuals, groups or, occasionally the whole class • Your target children should receive this most frequently • Gathered from mini-whiteboards, question responses, pupils' work, discussion with others etc. • Usually given verbally to pupils for immediate action • May redirect task or teaching to support and challenge, possibly using an LSA • May include marking of work using the agreed symbols
Summary Feedback
<ul style="list-style-type: none"> • Usually with groups or the whole class • Evaluates the learning in the lesson • May use self or peer review against specific criteria, initially modelled by an adult • Gathered from plenary, prior learning review etc. • May lead to adaptation of future lessons through planning, grouping or modification of lessons
Review Feedback
<ul style="list-style-type: none"> • Gathered from completed work • May involve written comments/annotations for pupils to read / respond to • These comments may take different forms: <ul style="list-style-type: none"> ○ Next steps: "Rewrite this sentence to make it more exciting" or "How many trays would he need if there were 2 more apples?" ○ Reminders: "Don't forget your capital letters for names, go back and correct them" • May code your next steps and write them on the board at the start of the next lesson, children then work on their allocated coded next step. • May sort work into piles according to next step and hand out with allocated task. • Both of the above may make use of targeted group or even individual input/review with an adult while the remainder of the class are completing a consolidation/extension task. • Often include 'ETWW' (Every Time We Write) marking – picking up presentation, spellings (x3) copied in to PSD (Personal Spelling Dictionary), basic grammar • May lead to targets being set for pupils • May lead to adaptation of future lessons through planning, grouping or modification of lessons
<ul style="list-style-type: none"> • In work where there is a right or wrong answer, the child must know how well they have performed, therefore ticks and dots should be evident; it could be one tick at the end of a set of questions that were all correct or ticked by the child • Would use the agreed symbols for marking • May use VF (Verbal Feedback) as a record for the teacher only

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- May look different for different pupils who have completed the same work as some may have received feedback in other forms
- While full sentences are not always necessary, staff must ensure that written feedback models correct spelling, grammar and handwriting

In all cases above, constructive, personalised feedback can be fundamental to motivating pupils to progress and move their learning on. Verbal and non-verbal feedback from staff will be more effective than any written comment. Teachers are encouraged to send children to their YGL/deputy for good work/effort and when a target has been achieved; for exceptional achievement children should be sent to the Headteacher for a certificate (HTC).