



**Ashford Park Primary School**  
'Inspiring a love for lifelong learning'

# Feedback Policy

Status of Policy	Date
Policy written / reviewed	July 2022
Agreed by staff	N/A
Review	July 2024

At Ashford Park Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We actively engage the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation, the work of Dylan Williams and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so that it is meaningful.
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable** and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

### Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- 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.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
- 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.
- New learning is fragile and can be easily forgotten unless explicit steps are taken over time to revisit and embed learning. Teachers are mindful that for some children, new concepts will not be secure. Therefore, teachers know to use further assessment opportunities at some distance from the original teaching input to assess to what extent the learning is secure.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

### Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching.
2. Summary feedback - at the end of a lesson/task.
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves, areas for development identified by the teacher upon review of work after a previous lesson had finished.
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study.

These can be seen in the following practices:

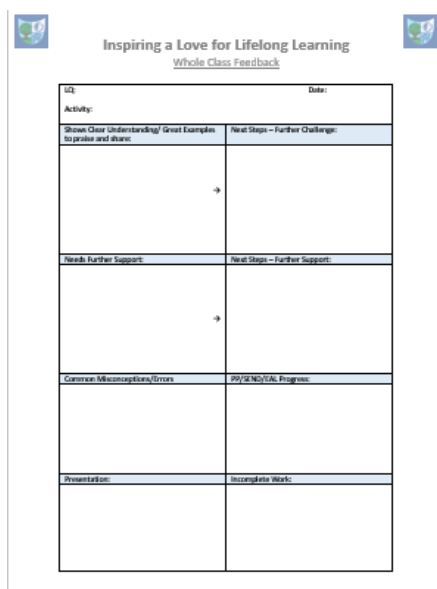
Type	What it looks like	Evidence (for observers)
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Retrieval practice such as revision quizzes at the beginning of lessons to ascertain the degree of knowledge retention; address any misconceptions early; to provide opportunities for pupils to make links and build upon existing knowledge.</li> <li>• Includes teachers gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc.</li> <li>• Takes place in lessons with individuals or small groups.</li> <li>• Often given verbally to pupils for immediate action.</li> <li>• May involve use of a learning support assistant to provide support or further challenge.</li> <li>• May re-direct the focus of teaching or the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Conversations with pupils</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity.</li> <li>• Often involves whole groups or classes.</li> <li>• Provides an opportunity for evaluation of learning in the lesson.</li> <li>• May take form of self or peer assessment against an agreed set of criteria.</li> <li>• May take the form of a quiz or test.</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of self and peer assessment</li> <li>• Quiz and test results may be recorded by the teacher</li> </ul>
<b>Feedforward: 'the next step is (probably) the next lesson'</b>	<ul style="list-style-type: none"> <li>• For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof-reading and editing their work.</li> <li>• Success towards achieving the learning objective (question) is analysed daily so that errors and misconceptions can be addressed in subsequent lessons, in particular in maths lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Evidence in books of pupils editing and redrafting their work.</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>• End of unit or term tests.</li> <li>• Pieces of writing that show evidence of skills or knowledge applied that have not been explicitly modelled for that piece i.e. not in the learning question.</li> </ul>	<ul style="list-style-type: none"> <li>• Test results</li> <li>• Independent writing tasks</li> </ul>

### **Whole Class Feedback (WCF)**

To enable teachers and LSAs to effectively and efficiently evaluate the learning that is taking place in a lesson, they use a Whole Class Feedback document.

The WCF format has the following sections to inform the pitch and focus for the next lesson:

- to identify children who have clearly understood the learning and who require the next step to be taught to them to move their learning on;
- to identify children who have struggled and may need repetition or a different approach to ensure understanding;
- to note down misconceptions so that they can be addressed immediately or at the beginning of the next lesson;
- to record children's names whose work could be used as WAGOLLs (What A Good One Looks Like);
- to identify any children who need to work on their presentation or who did not complete their work so that this can be addressed swiftly.



The form is titled 'Inspiring a Love for Lifelong Learning' and 'Whole Class Feedback'. It contains several sections for recording feedback:

Activity:		Date:
Shown Clear Understanding/ Great Examples to praise and share:	Next Steps - Further Challenge:	
Needs Further Support:	Next Steps - Further Support:	
Common Misconceptions/Errors:	WAGOLLs/Good Progress:	
Presentation:	Incomplete Work:	

The WCF documents are designed to be used across core and foundation subjects.

Feedback in foundation subjects and science should be subject-specific, relating to the knowledge and skills being taught in the lesson.

### **Feedback in Writing**

Most writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching about how to help them to identify and address their own weaknesses.

Teachers will have looked at pupils' work during and after the previous lesson to identify strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as elements linked to the sophistication and effectiveness of the writing; the content and composition, and the appropriateness to the purpose and audience. Where children have been particularly successful with their learning or demonstrated a particular weakness, the teacher will make a note and use these in the lesson as a teaching point.

The session will be divided into two sections:

1. **Proof-reading for editing:** amending punctuation, spelling, handwriting and grammar mistakes.
2. **Improving:** Improving their work to improve the coherence, composition and effectiveness on the reader.

If a child finds it difficult to identify errors in their own writing, the teacher or LSA should implement the **Editing Code for Writing** to indicate where and what the child needs to amend in order to improve their writing:

SR	spelling
^	missing
P	punctuation
CL	capital letter
FS	full stop
???	sense?
G	grammar
//	paragraph
*	add detail
→	Action

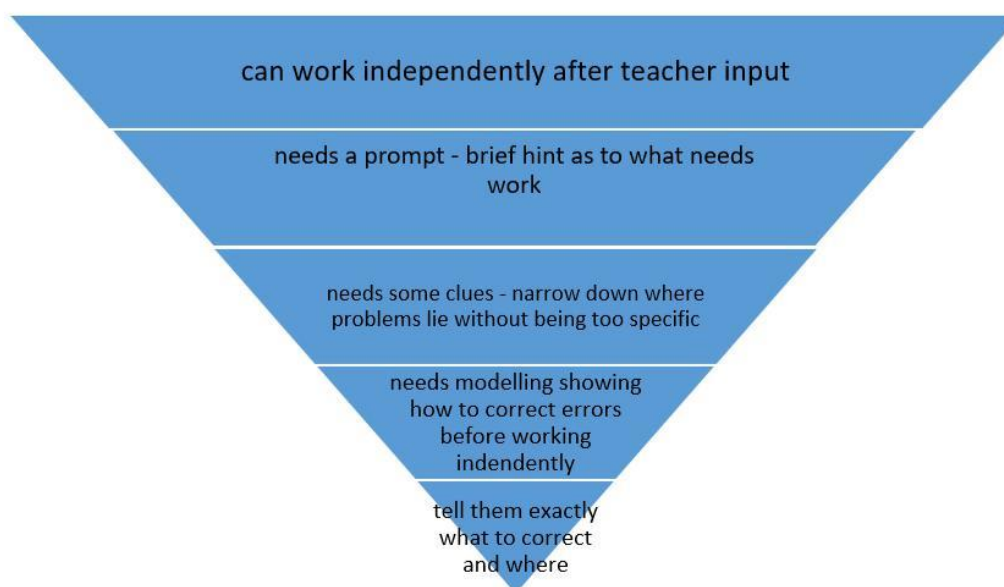
### Intervening when children find editing hard

A few children within a class may need further support in order to be successful at improving their own work. Younger children in KS1 may need more help as they learn to become more independent. However, many young children are quite able to edit and proof-read independently after teacher modelling.

As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. Some children may need **a gentle prompt** to narrow down their focus when looking for mistakes, for example a written code alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer – ‘description’ perhaps or ‘ambiguous pronouns’ or ‘figurative language’ or ‘and then’ with a cross through it. This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson. Others might need even more support and need to be provided with **clues** to help them. For example, the teacher might need to draw a box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or inconsistent use of tenses or the same sentence structure over-used.

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work **modelling** of how to overcome these: for example, to clear up the confusion with apostrophe use. This is when **guided writing** groups are effective. Guided writing groups are not static but fluid. The teacher identifies a small group of children who have the same misconception or next step and will work with this group solely on moving the specific area of learning forward. The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs. But what the teacher is not doing is using the editing code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

## The strategic minimal marking triangle



Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children time; let them struggle for a bit, but above all, make sure they are the ones doing the hard work; not you.

Sometimes it is the children who are confident writers who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an even better piece of writing might look like such as a WAGOLL.

### Feedback in maths

Teachers gain valuable feedback about how much maths teaching is being retained in the long-term memory from the daily 'Early Bird' sessions at the start of lessons in KS1 and KS2. This information should be used to revisit areas where learning is not secure within maths lessons. Short tests or targeted questions delivered at least 2 weeks after teaching a unit, and end of unit tests, also provide vital feedback to the teacher about areas that might need more teaching for certain individuals either in class or through an intervention.

In terms of day to day maths learning, teachers should have the answers to problems available so that after completing 4 or 5 calculations, children can check the answers for themselves. If they have made errors or misunderstood something, they can address their own misconceptions or alert the teacher early in the process of learning a new concept. Another benefit is that less confident children might want to start at the easiest level of work provided, but with instant feedback available, after getting their first few calculations correct, they may feel confident to move to the next level. Another strategy teachers use is to ask the children to 'turn and talk' in order to compare answers with a working partner. Where answers do not agree, children should challenge each other to 'prove' or 'reason' why they believe their answer is correct or to try to identify where the other person has gone wrong.

The onus is always on the learner checking their work and if they have got an answer wrong, trying to identify their own errors. Children need to be taught how to do this purposefully; otherwise they think it just means scanning quickly through their work, reading but not really thinking. 'Checking' involves thinking deeply about the concept or method you have just learnt. When you think deeply about something, it is much more likely to get stored in your long-term memory, available to be recalled at will for application in a range of circumstances. Daniel Willingham says

'memory is the residue of thought.'<sup>1</sup> So as an alternative to providing the answers, teachers should sometimes use the visualiser to model ways of checking and then expect children to do the same, in effect '**proof-reading**' maths. So for example, children might repeat a calculation with their green pen to check if they have got the same answer. For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should model how children can use the inverse operation to check if they can get back to where they started.

With 2 or 3 part word problems, a classic error is to give the answer as the first part of the problem and to forget about following through to the second (or third) part of the question. Often, word problems are written with each instruction on a different line, a bit like success criteria. Again, using a visualiser, teachers should show children how to check work as they go, returning to the question and ticking off each line – writing each answer alongside, being really clear we are answering the final question, having done all of the previous steps.

15 ✓ Adult cinema tickets cost £7.25.  $\times 3 = £21.75$   
 ✓ Children's cinema tickets cost £5.  $\times 6 = £30$   
 ✓ A family buys 3 adult tickets and 6 children's tickets.  $= £51.75$   
 ✓ They split the cost equally between the 3 adults.  $£17.25$

? How much does each adult spend on cinema tickets?

Show your working

$$\begin{array}{r} £7.25 \times 3 = £21.75 \\ £5 \times 6 = £30 \\ \hline £21.75 \\ + £30.00 \\ \hline £51.75 \end{array}$$

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**£17.25**

Where children have made mistakes, and are finding it hard to identify where they have gone wrong, teachers may implement the **Editing Code for Maths** to indicate to the children where they need to address a specific part of their work:

**Maths:** 

TA try again  
 www? what went wrong?  
 NT now try

**→ Action**

<sup>1</sup> [https://www.aft.org/sites/default/files/periodicals/willingham\\_0.pdf](https://www.aft.org/sites/default/files/periodicals/willingham_0.pdf)

In some circumstances where a number of children display the same misconceptions, a prompt sheet, shared with the class at the start of the lesson, can help. In effect, this is just a process success criteria, but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed.

Find my mistake (column addition)

- Did I put each numeral in the right place value column? Check each one. Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)? Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Find my mistake (identifying fractions of shapes)

- Did I check all the parts were equal?
- Did I count how many parts the shape had been divided into?
- Did I write that number underneath the vinculum (remember denominator → down)
- Did I count how many parts were shaded in?
- Did I write that number on top of the vinculum (remember numerator → on top)
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

It is important that the children move towards internalising what they are doing (over the course of several lessons) so that they no longer need a written checklist because they have their own mental checklist stored in their long-term memory, which they are able to retrieve at will. Giving children work to 'mark' from fictitious other children, which includes all the common misconceptions, is a really good way of helping them develop this, e.g.

