Edith Cavell Primary School

Feedback Policy

Signed:_____G. Bishop_____ **Chair of Governors**

Signed:_____H. L. Cooke_____**Headteacher**

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Edith Cavell Primary Feedback Policy

Introduction

At Edith Cavell Primary, we believe that effective feedback is crucial for child progress and a cornerstone of high-quality teaching and learning. This policy outlines our approach to providing timely, meaningful, and actionable feedback that empowers children to take ownership of their learning and achieve their full potential. We give feedback for two main reasons:

- To motivate the children.
- To move learning on by:
    - addressing a misunderstanding;
    - reinforcing a skill or key piece of information;
    - extending a child's understanding or ability to do something.

Principles of Effective Feedback

Our feedback practices are guided by the following principles:

- **Timely:** Feedback is provided promptly to maximise its impact on current learning.
- **Specific and Actionable:** Feedback clearly identifies strengths and areas for improvement, offering concrete steps for children to take.
- **Related to Learning Objectives:** All feedback directly relates to the learning objectives of the lesson, ensuring clarity of purpose and focus.
- **Encourages autonomy:** Feedback fosters independence by supporting children in identifying their own errors and areas for development.
- **Varied and Adaptive:** Feedback strategies are diverse and adapted to the specific needs of the children and the nature of the learning task.
- **Positive and Constructive:** Feedback is delivered in a supportive and encouraging manner, building confidence and a growth mindset.
- **Relevant to the child:** The type of feedback given will vary depending on the age of the children and the level they are working at.

Types of feedback

As teachers, we need to show children that we support them in their learning and provide them with the appropriate input and guidance. This is achieved through effective teaching and learning and clear support/advice and guidance being given on a daily basis to move learning on. Feedback should therefore be the main form of intervention. Teaching and learning staff will use their professional judgement to decide when is the right time to provide verbal feedback, to live feedback / mark, when written work needs highlighting (green and orange), or when a next step comment is the right approach. It goes without saying that this judgement needs to be based on what will most positively impact that child's progress. Some lessons in KS2, where appropriate, will have a feedback slide with green points to celebrate success against the success criteria and an orange point for improvement and/or a next step.

Live Feedback / Marking in Lessons

Live feedback / marking will be implemented in all lessons across all year groups. This approach involves all teaching and learning staff providing timely, in-the-moment feedback to children as they are working. This can take various forms, including:

- Verbal feedback to individuals, small groups or whole class.
- Targeted questioning to prompt deeper thinking.
- Circulating and checking understanding using a 'helicopter' approach.
- Modelling correct approaches or common misconceptions.
- Utilising visualisers to give both positive and constructive feedback.

Live feedback / marking allows for misconceptions to be addressed swiftly, reinforces correct understanding and ensures that children receive guidance precisely when they need it most.

Verbal Feedback:

We at Edith Cavell Primary School recognise the importance of children receiving regular verbal feedback. The adult will initially talk to the child about how they are progressing towards the success criteria and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. The work will then be ticked and annotated with the letters **VF (Verbal Feedback)**.

Teachers can use the prompts (Appendix 1) to challenge thinking further and encourage the children to reason. The children can use the sentence stems (Appendix 2) to help them to verbalise their reasoning. Appendix 2 should be on display in the classroom to scaffold the children's responses as part of our non-negotiable expected good practice expectations. Throughout the lesson, teaching and learning staff will use invitational teaching strategies to encourage all children to be involved in the learning, for example, the ABC hand signal approach:
- A – child/children agree with the point being made
- B – child builds upon the point being made
- C – child challenges the point being made.

Child Self-Assessment and Correction (Purple Pens)

To foster independent learners and promote autonomy, children in all year groups will be empowered to self- reflect as they work. When children's writing skills become more confident, the children will consistently use purple pens to edit their work and make their own corrections (purple polishing). This practice allows children to:

- Identify their own errors and areas for improvement.
- Reflect on their learning and understanding.
- Take responsibility for their progress.
- Engage actively with feedback provided by the teacher.

Teachers will guide children on effective self-assessment strategies and how to utilise their purple pens to make meaningful corrections. This process will be regularly monitored and supported by teaching and learning staff and SLT. The work will then be annotated with the letters **SA (Self-Assessment)**.

Peer-assessment

Teachers will model how to assess children's learning and the vocabulary to be used. Mini plenaries and 'magpie-ing' may be employed. Visualisers will be used in each class to support self and peer assessment and children are encouraged to 'help their friend'.
In KS2, children will write their own comments using the peer assessment vocabulary (Appendix 3) which will be displayed in each classroom.
The work will then be annotated with the letters **PA (Peer-Assessment)**

Summative Assessments and Teacher Assessment Frameworks (TAFs) for Writing.

For summative assessments in Writing lessons, Teacher Assessment Frameworks (TAFs) will be consistently utilised. TAFs provide clear criteria for assessing child attainment against age-related expectations. Teachers will use TAFs to:

- Formulate accurate judgements of the children's understanding.
- Identify areas of strength and areas where further support may be needed.
- Inform future planning and scaffolding for learning.
- Communicate child progress to parents/carers.

TAFs will be shared with children where appropriate to help them understand the expectations and criteria for success. Teachers will then adapt lessons to ensure all children have the opportunity to respond to feedback against age-related goals.

Feedback in Maths

Formative feedback is an ongoing process integrated into every Maths lesson to provide immediate support and guidance. Our feedback practices are guided by the following principles:

- **Circulation and Monitoring:** During lessons, teaching and learning staff will actively circulate the room using the helicopter approach, closely monitoring children's work and checking for understanding. This allows for real-time identification of emerging misconceptions or areas where children may be struggling.
- **Corrections in Purple Pen:** Children will be encouraged to take ownership of their learning by making corrections and improvements to their work using a **purple pen**. This visually distinguishes their revisions and reinforces the importance of acting on feedback.
- **Staff Marking in Green/Blue Pen:** When teaching staff provide written feedback in a child's book, they will use a **green pen**. Teaching Assistants use a **blue pen**. This clear distinction helps children easily identify teacher feedback and guidance.
- **Targeted Misconception Addressing:** Misconceptions may have been identified during the lesson planning stage. A quick quiz may be used at the start of the lesson to recap prior

learning and tease misconceptions out. Any misconceptions identified during lessons will be addressed in a variety of ways to best meet the needs of the children:

- o **Individually:** One-on-one support will be provided for specific or personal misconceptions.
- o **Small Groups:** Children with similar misconceptions may be grouped together for targeted intervention and support.
- o **Whole Class:** Common misconceptions will be addressed with the entire class, providing an opportunity for collective learning and reinforcement.

White Rose Assessments and SATs papers serve as our primary tool for summative assessment. These assessments are administered at the end of each unit or at the end of each term.

- **Sharing and Review:** Once assessments are marked, they will be promptly shared with the children.
- **Addressing Misconceptions:** A dedicated time will be allocated to work through the assessments, as small groups or as a class, to address any misconceptions that have arisen. This process allows children to understand where they went wrong and how to correct their thinking.

Written feedback and next step comments

In most subjects, teachers will use **focussed marking** against the learning objectives and children will highlight against the success criteria. They will:

1. Highlight in green, examples of where the child has met the learning objective
2. Highlight in orange to identify where the child has not met the learning objective.

On occasion, a next step may be given to extend the child's thinking.

Spelling errors

These will be indicated by a straight line underneath the incorrectly spelt word e.g. thay either by the teacher or child (spelling errors will not all necessarily be corrected and will focus on key vocabulary for the subject being covered)

- In younger years incorrect spellings can be highlighted using the **orange highlighter** and the correct spelling given. Children will be expected to practise writing the correct words at the end of their work.
- Older children will be encouraged to find the correct spelling using a dictionary or key word list.
- If it is clear that a child has made an error through their grapheme choice, this will be the part of the word underlined e.g. strayt with the correct spelling in the margin.
- Task specific words may be corrected along with key vocabulary related to a genre of writing.
- Common errors may also be underlined, corrected and encouraged to be written corrected especially High Frequency words and Common Exception words.

Grammar errors

These are indicated by a wiggly line underneath the incorrect writing.

- Incorrect use of a word when mixing up past, present and future tense e.g. Yesterday I buyed a present for my friend.
- Confusion between 1st and 3rd person will also be marked with a wiggly line.

Paragraphs

Indicated with a // symbol with older children indicating where new paragraphs should be.

Punctuation errors

- If punctuation is missing children are encouraged to put it in using their purple polishing pens
- If punctuation is used incorrectly, children can cross it out and correct it.

Errors in a calculation method

Children should identify where within the calculation the error was made and correct it.

Roles and Responsibilities

- **Teaching and learning staff** are responsible for implementing this policy, providing timely and effective feedback and guiding children in self-assessment with the individuals/ groups they are working with at the time.
- **Children** are responsible for actively engaging with feedback, using purple pens for self-correction, and taking ownership of their learning.
- **Leadership Team** including subject leaders will monitor the implementation and effectiveness of this policy through lesson observations, work scrutiny and child voice and challenge where necessary.

This policy should be read in conjunction with the following policies:

- Teaching & Learning
- Curriculum
- Assessment

Appendix 1

Teacher prompts to challenge thinking

1. Analysing & Evaluating (Going Deeper than "What?")

These prompts encourage critical thinking about information, claims, and different perspectives.

- **"What are the *strengths* and *weaknesses* of this idea/solution/argument?"**

- **"Why might someone *disagree* with this point of view?"**

- **"Is this always true, sometimes true, or never true? Explain your reasoning."**

- **"How reliable is this information? What makes you say that?"**

- **"What are the *different possible reasons* for [an event/outcome]?"**

2. Connecting & Synthesizing (Making Links & Building Big Pictures)

These prompts help them see relationships between ideas, build larger understandings, and apply concepts.

- **"How does [Topic A] relate to [Topic B]?"**

- **"How does what we learned about [concept] help us understand [new situation]?"**

- **"If you had to summarise the *main idea* of this entire unit/chapter in one sentence, what would it be?"**

- **"What connections can you make between this story/event and things happening in the world today?"**

- **"How does this piece of information fit into the bigger picture?"**

3. Problem Solving & Innovation (Thinking Creatively & Strategically)

These prompts encourage them to design solutions, predict outcomes, and think strategically.

- **"If you were in charge, how would you [solve this problem/improve this situation]?"**

- **"What are the *pros and cons* of [a particular solution/action]?"**

- **"Design a [product/plan/system] that would address [a specific need/challenge]."**

- **"Predict what would happen if [a key variable changed] and explain your reasoning."**

- **"Can you brainstorm *at least three different ways* to approach this task/challenge?"**

4. Hypothetical & Abstract Thinking (Exploring Possibilities)

These prompts stretch their minds to think beyond the immediate and concrete.

- **"What if [a fundamental rule/condition changed]?"**

- **"Imagine you could travel back in time to [a specific historical period]. What three questions would you ask, and why?"**

- **"If you had to teach this concept to a younger child, how would you explain it so they truly understood?**

- **"What does [an abstract concept, e.g., justice, fairness, bravery] really mean to you?"**
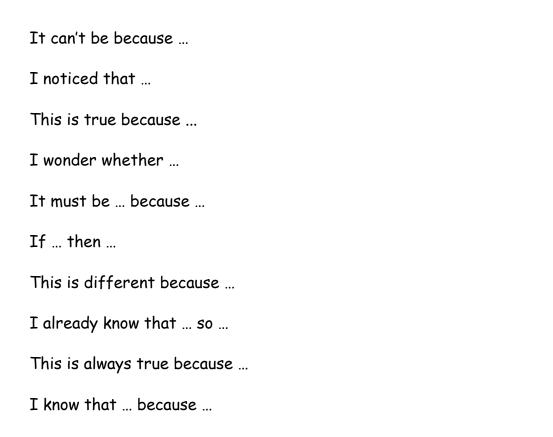
5. Metacognition (Thinking About Their Own Thinking)

These prompts help them reflect on their learning process and strategies.

- **"What strategy did you use to figure that out, and why did you choose that one?"**

- **"When you got stuck, what did you do? What did you learn from that experience?"**

- **"What's one thing you understood much better today, and what made it click for you?"**

- **"What's still a little bit confusing or a question mark for you?"**

- **"How has your thinking about [topic] changed since we started learning about it?"**

- **"What would you do differently next time you face a similar challenge?"**

Appendix 2

Sentence stems to aid children's explanations

It can't be because …

I noticed that …

This is true because …

I wonder whether …

It must be … because …

If … then …

This is different because …

I already know that … so …

This is always true because …

I know that … because …

Appendix 3

Peer assessment vocabulary

I am pleased with this because…………..

It can't be ……………because…………………

I think this because ……………………

Could you try……………………

I disagree because…………………..

I have noticed that……………….

Your reason sounds right because……….

I think this is good because…………….

I think this could be better if ……………