



## Feedback Policy

<b>Written By</b>	<b>All Teaching Staff</b>	
<b>Frequency of Review</b>	<b>2 years</b>	
<b>Date reviewed and approved by Governing Body</b>	<b>June 2022</b>	
<b>Date of next review</b>	<b>June 2024</b>	
<b>Display on Website</b>	<b>Yes</b>	
<b>Purpose</b>	To ensure that pupils receive timely feedback which develops confidence and progress across all subject areas. Feedback will also inform planning for subsequent lessons.	
<b>Consultation</b>	<b>Governors</b>	✓
	<b>Parents</b>	✓
	<b>Pupils</b>	✓
	<b>Staff</b>	✓
<b>Links with other policies</b>	<b>Assessment</b>	

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## 1. Statement of intent

*“Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstandings and provide the right level of challenge in future lessons.”*

[Education Endowment Foundation](#)

Burlington Junior School understands that the effective use of verbal and written feedback techniques can have a powerful influence on pupils’ learning and progression. Providing pupils with both written and verbal feedback is a key aspect of a teacher’s responsibility and is a prominent technique for communicating with pupils. This is an important part of the school’s comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils’ learning.

This policy aims to ensure that feedback:

- Follows high-quality instruction, including the use of assessment for learning.
- Supports an understanding of assessment for learning, and assessment of learning.
- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils’ confidence in learning, contributing to accelerated learning.
- Supports teachers’ assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

## **2. Roles and responsibilities**

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Subject Leaders are responsible for:

- Ensuring all members of staff are aware of the school's procedures in terms of marking and providing feedback within their subject area.
- Monitoring the effectiveness of this policy within their subject area and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when reviewing learning and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems (conferencing) than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

## **3. Expectations**

Teaching staff are expected to:

- Provide feedback that offers clear information about why pupils have done well.
- Offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Carefully consider how to use purposeful, time-efficient written feedback that follows high quality foundations, is appropriately timed, focuses on the task, subject, and/or self-regulation, and is then used by the pupil.
- Carefully consider how to use purposeful verbal feedback.
- Provide pupils with opportunities to reflect on feedback which also allows them to respond to the feedback and ask questions.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Implement strategies that encourage pupils to welcome feedback.

- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenges pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by re-reading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

#### **4. Workload**

- The school understands that reviewing learning in books and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.
- Teachers will ask themselves the following questions:
  - Why am I providing this feedback?
  - How will this feedback be useful to the pupil?
- If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.
- If a teacher has a query, their year leader will be available to offer guidance and support regarding the school's procedures.

## 5. Burlington Basics

The school has developed a list of non-negotiables or 'Burlington Basics' that set clear expectations of what is expected by children at Burlington Junior School.

All members of staff can remind pupils of these expectations. The feedback code 'B.B.' can be used in books to remind pupils to check and correct any of the Burlington Basics.

SLT will review a pupil's use of the Burlington Basics when monitoring books.



## 6. Feedback in English

In English books, pupils write on either the left or right hand page in their book according to which hand they write with (write on the same page as their writing hand). They leave the other page blank to edit, improve and respond to any feedback given.

Teachers provide success criteria for pupils to refer to whilst developing a piece of writing which will be referred to when giving feedback. Teachers will also give feedback on spellings (making use of RWI sounds when appropriate), punctuation, grammar and handwriting.

Feedback in English can be given in a variety of ways:

- **Peer feedback** within a lesson against given success criteria. This process will be modelled to pupils so that expectations are made clear and pupil comments are supportive.
- **Verbal feedback** within a lesson, relating to a child's next steps - marked with VF in the margin.
- **Written feedback** in books following a piece of writing. Pupils will be given time to respond to this feedback before beginning their next piece of writing. Written feedback is most effective when given before a child is due to continue or revisit a piece of writing. Pupils should take opportunities to edit and improve their writing before a teacher reviews it. Written feedback should be evident where needed or as a minimum for every third piece of work.
- **Whole class feedback** where a particular error, misconception or next step is relevant to the majority of pupils in a class.
- **Conferencing** with individual pupils to address misconceptions and next steps - marked with a 'c' in a circle.
- **Self reflection** with pupils providing themselves with feedback on both what they have achieved and their next steps (using the success criteria grid as a starting point).

In all of the examples above, feedback should relate to the learning objective and should move pupils' learning forward. It should be clear that feedback has had an impact in books

through a pupil's editing and improvements or through planning adjustments made for the whole class.

Where teachers have left written feedback, pupils' comments or improvements should be clear and be in a similar or greater volume to the teacher's own comments.

## 7. Feedback in Maths

Feedback in maths should be given to motivate pupils, address misconceptions and deepen children's understanding. In the majority of cases, pupils will be able to self-mark their learning, with guidance from teaching staff. Teachers are expected to review pupils' books following pupil marking to assess learning, adapt planning (with regards to challenge or support) and identify misconceptions.

As pupils' answers in maths generally provide a correct, or incorrect answer, feedback can be given in a variety of ways:

- **Tick and Fix:** Pupils will be required to check and correct their own calculations when answers are provided to them with their purple polishing pens. Where mistakes are made, pupils need to complete the calculation again, correcting their error and reflecting on 'what went wrong'. The different approaches that could support this are as follows:
  - **Marking stations** - teachers provide answer sheets for children to refer to after a small amount of questions have been completed;
  - **Whole class feedback** - teachers share answers with the whole class, reviewing some examples in more detail according to the needs of the class.
  - **'In the moment' feedback:** Adults in the room circulate and check answers pupils are recording in their books. Adults will tick correct answers and place a dot for incorrect answers. Pupils will be expected to change any incorrect calculations and explain 'what went wrong' using their purple polishing pen.
- **Verbal Feedback** - teachers may provide verbal feedback to pupils within a lesson, reviewing misconceptions, supporting confidence and providing challenge.
- **Conferencing** with individual pupils to address misconceptions and next steps - marked with a 'c' in a circle.

(VF, AS and C are written as codes in books alongside work, to help hold children to account to improve and develop their work.)

### Addressing Misconceptions or Errors

Teachers are expected to review pupils' books following pupil marking to check for misconceptions or errors (e.g. number reversal) and adapt planning accordingly. Where misconceptions are identified, evidence of verbal feedback (VF) and pupils fixing and adapting their calculations should be seen as a minimum. Planning may be adapted to provide pupils with an example of a question for pupils to solve at the start of the next lesson, or a worked example with an error.

### Developing Written Reasoning Responses

Teachers support the development of reasoning through the use of stem sentences, worked examples and by providing key vocabulary to include (3 words). When teachers review

books, reasoning responses should be read and assessed, with verbal or written feedback given to support vocabulary development and understanding where appropriate.

### **8. Feedback in BBC Books and Art Books (Wider Curriculum)**

Learning within the wider curriculum is recorded in pupils' BBC books (broad, balanced curriculum) or pupils' art books. Teachers review learning based on the evidence in books and outcomes in lessons. As with English and maths, teachers are expected to review pupils' books following any written work to assess learning, adapt planning (with regards to challenge or support) and identify misconceptions.

Where misconceptions have been identified, teachers should make pupils aware. Pupils may be asked to edit and improve any mistakes with their purple polishing pens if appropriate.

Teachers will also be vigilant to the Burlington Basics (BB), the spelling of key words, and punctuation errors when reviewing learning in wider curriculum books.

Reflection or challenge stickers may be used to extend pupils' thinking within a lesson.

Teachers will acknowledge pupils' understanding against the learning objectives through ticks or stamps.

Feedback is used to help teachers assess the misconceptions in the subject and improve on the pupil's knowledge. Reviewing learning in this way provides teachers with a greater understanding of the strengths and misconceptions within their class.

These strengths and misconceptions are discussed in year teams meetings, and with subject leaders, allowing adjustments to be made in long term planning.

Subject leaders are expected to update the SLT at least annually with their subject learning journey and how the curriculum has been adapted, based on the learner's needs.

### **9. Presentation**

At Burlington, we want to ensure that pupils take pride in their written work and take opportunities to practise the use of legible handwriting. Any tatty or mistreated books should be noted immediately. Children are not allowed to doodle on book covers and will be made to remove doodles or replace books that are illtreated. Children are expected to maintain high standards of handwriting and presentation in ALL books including art books, guided reading books and home-school diaries and take personal pride in these.

All children who write in pen should use blue handwriting pens (not biro). Children ready to move to pen are sent, with their books, to Mrs Utting on Friday for final approval and a pen is awarded. Children who frequently change from pen to pencil or pen colour should be identified and spoken to about their organisational skills. An occasional change, due to a pen not working, is acceptable.



## 10. Targets

In English and Maths, pupils are set personalised targets by their class teachers and teaching assistants. These are recorded on a target card at the front of their English and maths books. The targets should be dated and should support pupils in working on the next **small step** they need to take to make progress in their learning.

Children can meet their targets by producing work within the lesson, at the back of their book in 'target time' or as part of additional practice they undertake at home.

The table below illustrates the number of accumulative 'target ticks' children should be achieving each term:

	Autumn Term	Spring Term	Summer Term
Year 3	7	14	21
Year 4	8	16	24
Year 5	9	18	27
Year 6	10	20	30

## 11. Home Learning

Please read our Home Learning Policy for detail surrounding feedback expectations in home learning.

## 12. Monitoring and review

This policy is reviewed **annually** by the headteacher and Senior Leadership Team.

Any changes or amendments to this policy will be communicated to all staff members by the headteacher.

The scheduled review date for this policy is **July 2023**.

**Burlington Junior School Agreed Feedback Codes**

<b><u>What this means</u></b>	<b><u>Symbol</u></b>
Rewrite the following work.	RW
A word or words are missing.	^
A missing piece of punctuation. The missing punctuation may be added and circled by the teacher.	. , !
A capital letter is missing.	CL
The 'Burlington Basic' expectations have not been met. For example a ruler has not been used to underline, or for missing capital letters.	BB
A polishing pen should be used to improve this work.	PP
This work has been completed independently with no teacher input. (This can be used to help moderation evidence.)	I
The grammar does not make sense where it is underlined.	_____
A target has been achieved; please fill in your target card.	T (circled)
I've noticed a spelling error. (A teacher will only mark approximately three to five spellings per page. On some pieces of work spellings may not be marked depending on the context of the lesson).	sp
A new paragraph is needed.	//
Verbal feedback has been given on this piece of work.	VF
Adult support has been given for this piece of work	AS
Your next step is ... (a short staircase may be drawn)	