



## 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>Autumn 2024</b>	
<b>Date of next review</b>	<b>Autumn 2026</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>	

## **Contents:**

1. [Statement of intent](#)
2. [Roles and responsibilities](#)
3. [Expectations](#)
4. [Workload](#)
5. [Burlington Basics](#)
6. [Feedback in English](#)
7. [Feedback in Maths](#)
8. [Feedback in BBC and Art Books \(Wider Curriculum\)](#)
9. [Presentation](#)
10. [Targets](#)
11. [Home learning](#)
12. [Monitoring and review](#)

## 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.

## **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.

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 and ask any questions.

## **3. Expectations**

Teaching staff are expected to:

- Provide feedback about why pupils have done well.
- Offer next steps for improvement, which should allow for pupil progression and build on prior learning.
- Consider and provide the most effective pupil-friendly feedback for individual pupils at an appropriate time.
- 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.
- 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.
- 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.

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.

#### 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 plan, draft, edit, improve and respond to any feedback given.

Teachers provide success criteria (WILF grids) for pupils when writing which will be referred to in any feedback. Children use the WILF grid to colour code their work to show where they have met the success criteria. Teachers may 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.
- **Verbal feedback** within or after a lesson, relating to a child's next steps and successes- marked with VF.
- **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 should be evident where needed or as a minimum for every third piece of work (children's responses should be appropriate in detail and length).
- **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.

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. Pupils self-mark their learning using a purple pen where appropriate, 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.)

### **Developing Written Reasoning Responses**

Teachers support the development of reasoning through the use of stem sentences, worked examples and by providing key vocabulary. When teachers review books, verbal or written feedback can be given to support reasoning responses.

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

Learning within the wider curriculum is recorded in pupils' BBC books (broad, balanced curriculum), pupils' art books and French folders. 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) and spelling of key words.

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

Strengths and misconceptions are discussed in year teams 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. Children are expected to maintain high standards of handwriting and presentation in ALL books including art books, guided reading books and take personal pride in these.

All children who write in pen should use blue handwriting pens (not biros). Children ready to move to pen are seen by Mrs Utting on Fridays for final approval and a pen is awarded after five green dots.

## 10. Targets

In English (Year 3 to 5 pupils), 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 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. In Year 6, children use the TAF grid instead of targets.

In maths (Year 3 and 4), targets will be linked to fluency objectives for their year group (eg: number bonds and mental strategies). In Year 5 and 6, fluency practice and reasoning. Targets should be given that allow children to regularly revisit and consolidate learning, this may mean having the same target more than once throughout the year.

Children can meet their targets by producing work within the lesson 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 as a guideline:

	Autumn Term	Spring Term	Summer Term
Year 3	10	20	30
Year 4	15	25	35
Year 5	20	30	40

## 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.

**Burlington Junior School Agreed Feedback Codes**

<b><u>What this means</u></b>	<b><u>Symbol</u></b>
Positive recognition	✓    ✓✓
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
This work has been completed independently with no teacher input. (This can be used to help moderation evidence.)	I
The grammar is incorrect.	? or VF
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). Children should not be set spellings to copy.	sp
A new paragraph is needed.	//
Verbal feedback.	VF
Adult support has been given for this piece of work	AS
Your next step is ... (a short staircase may be drawn)	