

FEEDBACK AND IMPROVEMENT POLICY

May 2024

Our school promotes perseverance, resilience and mutual respect. Working in partnership with families, we ensure that all children are given the best opportunities throughout their educational journey. Children at Chase Lane embrace challenge and make the best possible progress to enhance their life choices in an ever changing, diverse modern Britain.

Title:	Feedback and Improvement
Function:	Information and Reference
Subject Category:	Teaching and Learning
Audience:	Staff, Parents, Children and Governors
Date of Review:	May 2025
Member of Staff Responsible:	Senior Leadership Team

Feedback and Improvement Policy

The aims of this policy are:

- To ensure consistency between all members of staff when giving children feedback and marking their work
- To offer clear guidelines to support new and existing staff
- To reinforce the purpose and value of effective marking and feedback in promoting good progress and attainment

This policy will be reviewed regularly and is underpinned by current research.

Feedback is an essential part of planning and assessment. Effective feedback enables children to become reflective learners, and helps to promote active and positive attitudes to learning. Effective feedback also provides children with the information and guidance they need in order to make progress.

Our approach to feedback is underpinned by the evidence of best practice from the Education Endowment Foundation and other experts:

“Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be” - EEF 2022.

“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be dollops of feedback” - Professor John Hattie

At Chase Lane Primary School and Nursery we recognise that a variety of feedback strategies should be used on a daily basis to support the learning of our children. Any written comments made by staff should be in **green pen**.

Feedback should be the assessment of the pupil's achievements made against Learning Intentions and Success Criteria. The Learning Intention is what the children are learning to do. It must be shared verbally and in a written format at the beginning of every lesson so that children know exactly what they are learning. It should be referred to throughout the lesson.

Success Criteria supports feedback by explicitly informing children what the teacher will be looking for when they are feeding back.

Marking and workload

At Chase Lane we are mindful of the workload implications of written marking and of the research surrounding effective feedback. Therefore, any written marking should be **“meaningful, manageable and motivating”** - DFE expert group.

It will be evident that teachers have provided feedback if children are making good progress, can talk about their learning and how to improve it.

Feedback Strategies

1) Detailed Teacher Marking

Next step marking is carried out by the teacher or other adult. It should be of the highest quality and, to be effective, should include these elements:

- i) positive comments about what the learner has done well, focusing on the learning expectations for a particular piece of work.
- ii) a brief indication of how improvement can be made with a next step prompt.

2) Conferencing / Live Marking

Research suggests that verbal feedback given when children are actually engaged in writing is more effective than written marking after the event (Young & Ferguson **2021**). A teacher conferencing with a child is in a unique position to give constructive feedback and relevant instruction based on what the child tells them about their intentions for their writing.

3) Verbal Feedback

Chase Lane recognises the importance of children receiving regular verbal feedback. Adults talk to children about how they have met the learning intention. Through discussion, teachers will correct any misunderstandings and extend learning by giving next steps advice.

4) Peer / Self-Marking

Children are given regular opportunities to mark, correct and edit their own or other children's work. This is in response to *Success Criteria* or actual answers given by the teacher or Teaching Assistant (TA). Children mark their own or others' work using purple pens.

5) Gallery Critique

Gallery critique involves children moving around the classroom critiquing one another's work using Berger's 'kind, specific, helpful' approach to feedback along with a supply of post-it notes. Children receive detailed feedback from a number of peers and they also have an opportunity to learn from reading each other's work.

6) Shared Marking

A piece of work is displayed (usually via a visualiser) and children are invited to provide feedback that is kind, specific and helpful.

Feedback and Response to Marking

After the teacher has given the pupil feedback, time is given for children to reflect and respond to this feedback.

Mistakes and Misconceptions

Children are encouraged to edit their own work and identify their own errors. These errors may need to be indicated by the Teacher, rather than the teacher giving the child the correct answer as part of their feedback. Written feedback therefore, needs to focus on misconceptions **linked to the learning intentions and success criteria**, rather than on errors.

Teachers need to make a distinction between a 'mistake' – something a child can do, and does normally do correctly, but has not on this occasion – and a 'misconception', which occurs when answering a question about something a child has not mastered or has understood.

Where errors result from an underlying misunderstanding or lack of knowledge, children need to be reminded of related rules or to be provided with a prompt or question that leads them towards a correction of the misunderstanding.

To ensure that highly effective learning is taking place, teachers need to ensure that children's underlying misunderstandings are identified and addressed.

Levels of Intervention and Support

Where children have received support, this should be noted by the supporting adult.

Responsibilities

The Headteacher/Senior Leadership will:

- Monitor marking and feedback through children's work and discussion with children.
- Support staff feedback in order to raise standards.
- Ensure that marking and feedback is manageable for teachers and staff.
- Involve all adults working with children in the classroom in implementing policy.

Teachers will:

Ensure that marking and feedback will:

- Give recognition and appropriate praise for achievement;
- Allow specific time for children to read, reflect and respond to marking, so that children become aware of and reflect on their own learning needs;
- Give clear strategies for improvement;
- Respond to individual learning needs, marking face-to-face with some and at a distance, or providing opportunities for independent marking for others;
- Use assessment and marking to inform future planning and individual target setting.

Support Staff will

- Ensure that they are aware of the school's marking policy and check with the teacher about the appropriateness of marking and feedback in their teaching situations
- Ensure that the teacher is made aware of any difficulties and successes that a child may have.
- Use knowledge of how children responded in order to assist in the planning of the next lesson

Marking and feedback in the Foundation Stage:

Marking and feedback in the Early Years Foundation Stage will be in response to observation of children's learning. Therefore, it will be more heavily weighted towards verbal feedback and staff discussion. Appropriate methods for marking and feedback in the EYFS are:

- Regular praise and encouragement
- Adults talking to children individually about their achievements and how to develop their skills further
- Group time where children talk with their peers and teacher about their learning
- Annotation of photographic evidence
- Written observations
- Simple images as reminders or rewards

Summative Assessment

Summative assessments are any method of evaluating children's learning, allowing teachers to measure children's understanding against standardised criteria.

Curriculum Area	Time	Who carries out this assessment
Read Write Inc - phonics	Half Term	Phonics Lead
Read Write Inc - spellings	At the end of each cycle	Class Teacher
Maths	At the end of each unit	Class Teacher
Writing	At the end of each unit	Class Teacher
Science Developing Experts	At the end of each unit	Class Teacher
NFER – Reading Test Year 2 - 6	November and June	Class Teacher
NFER – Maths Test Year 2 - 6	November and June	Class Teacher
NFER – Spelling Test Year 2 - 6	November and June	Class Teacher

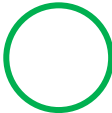
Year 2 and Year 6 do not participate in the NFER tests in June

Review

Chase Lane will monitor the impact of policy decisions and will continue to evaluate and refine its approach to marking and feedback.

Agreed Marking Code

	Teachers will use a green pen to make written comments children's work
	Children can use purple pens to edit their work, when their handwriting is neat and legible. From Year 2, children should be joining their handwriting using the agreed handwriting style.

sp	Spelling error (either written next to the word or in the margin)
	Omitted punctuation or capital letter
^	Where a word needs to be added
LI ✓✓	The learning intention has been securely met
* _____ *	At the beginning and end of a sentence that needs reading back for grammatical errors