



Godalming Junior School

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If you have any concerns you should contact our Designated Safeguard Leads, Adam Samson, Louise Munz and Kate Wilkinson

FEEDBACK POLICY

This policy was reviewed: Spring 2023

This policy will be reviewed next: Summer 2025

This policy will be reviewed by: The Learning and Curriculum Committee

This policy is to be read in conjunction with other school policies. Particular attention should be paid to the assessment and recording and behaviour policies. Feedback is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive oral and written comments acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Teachers need to follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress. This can take the form of teacher assessment (both formal and verbal (informal), peer assessment and self-assessment. GJS uses recommendations from Education Endowment Foundation on Teacher Feedback to Improve Pupil Learning to inform the policy (Appendix A).

As a Teaching Standard (2) teachers are required to *Promote good progress and outcomes in pupils by employing a very effective range of strategies that support children to reflect on the progress they have, their achievements and how they can improve.* This can also take a number of forms.

This policy is underpinned by the schools commitment to the UN Convention on the Rights of the Child and the articles within with particular regard to Article 28 - *Every child has the right to an education.*

Aims of feedback

We offer feedback on children's work in order to:

- Lay the foundations for effective feedback
- Deliver appropriately timed feedback that focusses on moving learning forward
- Plan for how pupils will receive AND USE feedback
- provide information for assessment
- encourage, motivate, support and promote positive attitudes and raise levels of self esteem
- promote higher standards
- correct errors and clear up misunderstandings and misconceptions
- recognise achievement, presentation and effort
- provide constructive feedback
- show pupils that we value their work
- allow pupils to reflect on their past performances and to set new targets together with the teacher.

- Develop skills in the children and their peers to appropriately critique their own and others' work.

Principles

At Godalming Junior School feedback should:

- **Be developmental**
- Be appropriate to the task and time-efficient for staff
- Raise attainment
- Celebrate and foster success
- Give clear strategies for improvement
- Be related to individual needs, attainment and ability
- Be related to specific criteria/learning objectives which the pupils' are told at the beginning of each lesson
- Follow consistent practice and high quality instruction throughout the school thus reducing the work feedback needs to do
- Ensure that pupils know how well they are doing and what they need to improve to make further progress
- Allow time for the children to read, reflect and respond to marking
- Involve pupils in the process, whether written or oral, across all subjects
- Train pupils to self assess their own work and that of a peer; pupil involvement is one of the most important components of AFL.
- Be manageable and sustainable by those carrying it out using a range of strategies

Guidelines for Implementation

We use feedback to:

- Raise attainment
- Ensure progress
- Inform planning
- promote self assessment
- promote peer assessment

Professional Judgement

Feedback is provided for the direct benefit and improvement of the children's learning. Feedback is therefore undertaken to inform the child of their success against the learning intention, the success criteria, the progress they are making, next steps in learning and targets they need to work towards. It is recognised that some pieces of work will not be formally marked, as feedback is only effective if the child is given opportunities to respond to the comments. Not all pieces of work can be marked in depth, nor do they need to be if pupils have been provided with verbal feedback during the lesson. Furthermore if they cannot yet access the written comments then feedback should be verbal. Some suggestions for quality feedback:

- **Feedback verbally as often as possible.**
- Where possible, at appropriate times, pupils will be given time to respond to any feedback.
- **Where possible, ALL** pieces of work will be acknowledged if quality feedback is not given.

- The areas of strength and the developmental comment will be directly taken from year specific expectations if appropriate e.g. English writing ladders
- The 'wish' could also take the form of a question that the child responds to next time or addresses in the next piece of work.
- For mathematical or scientific work this may appear in a different form e.g. extension question, consolidation question
- Feedback on basic skills such as spelling and punctuation will be an addition to the feedback regarding the learning unless the piece is being edited specifically for redrafting.
- Children may use calculators to check their own work during a lesson and verbally feedback to teachers their success or areas for improvement.
- Sometimes teachers might give comments and feedback that directly relates to the 'WALT' - (We Are Learning To)
- Teachers may feedback to specific groups of pupils, so that they can focus on developing particular objectives e.g. ability groups, tables or houses
- Give quality feedback in foundation subjects too, particularly part way through a blocked unit so that way you can identify any issues that arise.
- Feedback in foundation areas SHOULD relate to the skills within the topic NOT JUST being an English focus. Teachers will use their professional judgement in managing this.
- Feedback can be given from specialist teachers, support staff (if clear on what they are marking and familiar with success criteria) or fellow peers (as long as there has been time spent on HOW to peer assess effectively as a class)
- Plenary elements of lessons can be used to edit/improve, consolidate or extend learning to inform the teacher, before looking in books, the level of 'success' in the different groups of learners
- Lessons themselves could be considered 'edit and improve' lessons if it is felt the introduction segment of a lesson offers insufficient time to reflect on prior learning and comments made

SPAG

Spelling, punctuation, handwriting, grammar etc. should not be given feedback in every lesson, because effectively pupils cannot focus on everything at once. Where this is given, care should be taken on identifying only the key areas for development and not overloading the pupil. However, once the pupils have finished their piece of work please ask them to check and correct what they believe they can improve, they can then work with response partners on occasions. Sometimes let the pupils know that you will be marking for everything and thoroughly mark either their whole piece of writing or the first paragraph.

Self and Peer Marking

Children should evaluate their own and others work where possible and appropriate. Pupils can look for their own achievements and an area to focus on; highlighters can be used for this.

Pupils **MUST** be taught the skills and strategies for self and peer marking **effectively**.

Pupils **MUST** be trained in peer marking where ground rules are established.

Children will be encouraged to discuss each other's work together.

Children need to be exposed to explicit learning intentions, outcomes or success criteria in order to self or peer assess effectively.

Agreed Code

Whilst accepting that written feedback of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful.

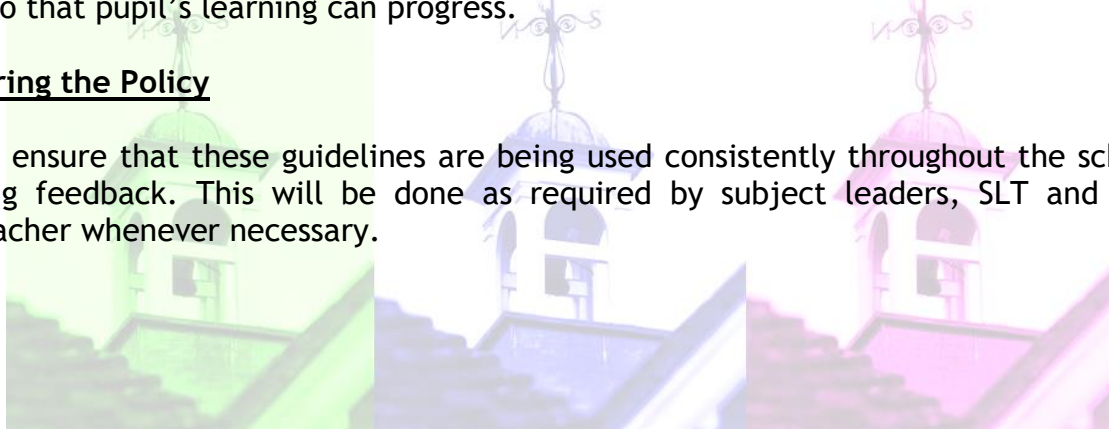
The agreed codes (appendix B) will be used by every pupil to mark their own work and by every teacher (with a particular English focus and possibly other subjects) so that all children are aware of the meanings of the various feedbacks e.g. VF = Verbal Feedback, CT = worked with class teacher. Sticky labels or 'post it's' can be used to provide feedback in a more informal way also.

Over the course of a week, within core subjects, there should be opportunities for children to engage or receive feedback **at least once** using the varying ways feedback can be given.

An example could be that over the course of the week (5 core sessions) children have had the opportunity to self (1) and peer assess (1), to have received verbal feedback (1) and have had written feedback (2). This could also be applicable to foundation subjects over a given unit/half term. Teachers will of course be given autonomy and professional flexibility to manage this as they see fit as there will be exceptions due to the nature of the activity, unit and expectations. Feedback should not consist of vague remarks but on moving learning forward. Pupils given opportunities to 'use' feedback will help close the feedback 'loop' so that pupil's learning can progress.

Monitoring the Policy

We will ensure that these guidelines are being used consistently throughout the school by sampling feedback. This will be done as required by subject leaders, SLT and by the headteacher whenever necessary.



Feedback Procedures

Feedback will be referenced to the learning intention such as “You have identified key events in the story”. If the pupil has received *extra* support to achieve this then add “with extra support” or “with adult help”. If they have not achieved the learning intention or then the feedback must start “Next time” and be written looking towards the future.

The next part of the feedback looks to either embed learning, or extend understanding or learning possibly into a new application of the concept.

If the pupil needs reminding to add something from the success criteria then begin the feedback with *Remember...* If the pupil requires an extension to their learning then begin the feedback with *Next time...*

If the pupil requires an activity to either embed or extend the learning then scaffold the activity by modelling what is expected.

Feedback Examples

Good try! Next time you will be able to infer characters feelings.

Well done! You have identified key events in a myth with help. Remember to use more information from the story in your prediction.

Amazing! You have explained why you prefer the Birth of Stars myth. Next time use the connectives besides and meanwhile.

Write a sentence like mine using the connective meanwhile.

On the first day of the universe the stars were thinking about what colour to shine meanwhile the planets were lining up in order of size.

3 stars and a wish marking - Year 6 exemplar



Your writing is well paced and the events are logically related.



Good consistent and fluent writing style.



Correct use of brackets and commas



Try to vary the length of your sentences

- Peer-Assessed



- Self-Assessed



- Verbal Feedback Given









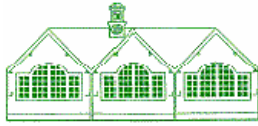
- Teacher feedback



TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations




Principles		Methods		Implementation	
<div>1</div> <div>Lay the foundations for effective feedback</div> <div></div> <ul style="list-style-type: none">• Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.• High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).	<div>2</div> <div>Deliver appropriately timed feedback that focuses on moving learning forward</div> <div></div> <ul style="list-style-type: none">• There is not one clear answer for when feedback should be provided. Rather, teachers should 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.• Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.• Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.	<div>3</div> <div>Plan for how pupils will receive and use feedback</div> <div></div> <ul style="list-style-type: none">• Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.• Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.	<div>4</div> <div>Carefully consider how to use purposeful, and time-efficient, written feedback</div> <div></div> <ul style="list-style-type: none">• Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.• The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.• Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.	<div>5</div> <div>Carefully consider how to use purposeful verbal feedback</div> <div></div> <ul style="list-style-type: none">• Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.• However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.	<div>6</div> <div>Design a school feedback policy that prioritises and exemplifies the principles of effective feedback</div> <div></div> <ul style="list-style-type: none">• Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.• Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.



Godalming Junior School

GJS Feedback Symbols

These are the symbols we use when giving feedback for children's writing in any subject.

Symbol	Meaning of symbol
✓	Good work/point made
✓✓	Excellent work/ point made
Sp	Spelling error
	If highlighting spelling error, underline with a squiggly line
P	Punctuation mistake
//	New paragraph
?	This doesn't make sense/ confusing point
LSA Sup	Work supported by LSA
	Strength - where possible this is linked to WALT and/or SC
	Next step