

Learning Feedback Policy

St Mary's CE Infant School

Together we love to learn and learn to love.
'Do everything in love' 1 Corinthians 16:14



The Batt CE Primary School

Love Everyone, Love the Adventure of Learning
'Love your neighbour, as you love yourself' Luke 10:27



Approved by:	Joint Local Governing Body
Date:	March 2025
Next Review Date:	March 2028

St Mary's CE Infant School and The Batt CE Primary School

Learning Feedback Policy

Rationale:

At St Mary's CE Infant School and The Batt CE Primary School, we know that quality feedback is one of the top 10 influences on student achievement and that, according to the Education Endowment Foundation (EEF) research, effective feedback can enable pupils to make 6+ months progress. It is important to provide constructive feedback to children, focusing on success and improvement needed against the learning objective and success criteria. This enables our children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. We believe that 'in the moment feedback' is the most effective form of feedback as it gives children chances to make immediate changes or improvements to their work and enables them to apply this to future learning. Furthermore, EEF research states that studies of verbal feedback show higher impact overall.

At St Mary's and The Batt Schools, staff make choices about the best kind of feedback to give. This could be 'in the moment feedback', given in a variety of different ways, as this helps children to pick up on misconceptions immediately, or this could also be given in the form of written feedback in books.

Aims:

1. To recognise, encourage and reward children's effort and achievement and celebrate success.
2. To ensure and identify progress in learning through appropriate, constructive, diagnostic comments, oral or written, which refer to the learning objective and success criteria of the work.
3. To improve a child's confidence in reviewing their own work and setting future targets by indicating the next steps in learning.
4. To indicate how a piece of work could be corrected or improved against assessment criteria.
5. To ensure that feedback sets high standards appropriate to the abilities of the child.
6. To ensure that children understand how well they are doing and what they can do to improve.
7. To aid curriculum planning.
8. To foster children to 'Learn to love' and 'Love the Adventure of Learning'.

Implementation:

Non-Negotiables within Books (Used only where appropriate in KS1):

- Learning objective (or 'Big Question' in Science and RE) clearly displayed at the beginning of a unit of work or lesson (as appropriate);
- All work dated;
- Highlighters used to identify examples of success criteria used well (green), or where there needs to be improvement (pink);
- Purple pens used by children for corrections and editing, and further work following teacher feedback;
- A 'T' will be used to indicate where a teacher has worked with a child, a 'TA' to indicate where a Teaching Assistant has worked with a child.

Teacher Led Feedback:

The process of feedback is initially modelled by the teacher and then can be replicated by children throughout self and peer assessment. In Key Stage 1 and Early Years, the majority of feedback is given in the moment and verbally, in order for children to act upon it immediately. Teacher led feedback takes place in a variety of different forms, including:

Questioning: Questioning is at the forefront of formative assessment. It is the key tool in responsive teaching, with evidence highlighting its role in securing strong pupil outcomes. Teachers need feedback from multiple pupils in order to gauge the success of their teaching. Rosenshine's research (2012) shows that effective teachers ask more questions from more students in greater depth; they check for understanding, involve all learners, explore thinking processes and misconceptions to deepen understanding.

Oral feedback: It is important that all children receive oral feedback. This may be needed to correct a child's understanding or extend learning.

Mini plenaries and follow up feedback: stops in lessons are integral to enable the process of self-review. After reviewing work, teachers may also begin the following lesson with misconceptions from the previous lesson.

Written feedback: When a teacher feels it is appropriate, they may add written comments to a piece of work or annotate the work to show strengths and areas to improve. In Key Stage 1, some written feedback may be used when children are able to read this, but the majority of feedback would be oral.

Circulate: While pupils work, a teacher may circulate the room to monitor responses and address errors. Errors can be corrected by children in purple pen or used as a discussion point to develop learning or address misconceptions.

Child Led Feedback:

Peer assessment sessions: Children may work in a small group or with a talk partner to decide on strengths and identify areas of improvement. Prior modelling by the teacher helps children to give more effective feedback.

Self assessment: Children are given opportunities to assess their own work in a number of ways, including checking against the success criteria, or marking their work using provided answers. This can be individually, in a group or as a whole class. Key Stage 1 do this where appropriate, building up to being more confident with this by the end of Year 2, ready for Key Stage 2.

Impact:

The implementation and impact of the marking policy will be monitored through:

- Self evaluation by staff
- Scrutiny of work by subject leaders and senior leaders.

Evaluation of its success in moving children's learning forward will be measured by:

- Informal discussions amongst staff
- Clear evidence of progress over time in books and within data
- Discussion between pupils and teachers to elicit pupil voice
- Children taking action on targets to improve subsequent work
- Discussion in teams
- Feedback in staff meetings