

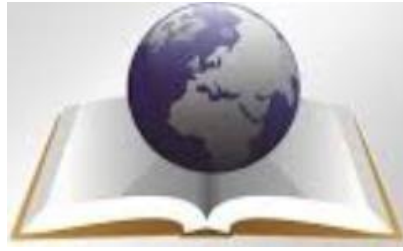
Battle Primary Academy
Empowering Opportunity

Name of Policy	Feedback Policy
Scope of Policy	All year groups and class based staff.
Approved by	Principal
Date of Approval	November 2024
Review period	One Year
Review Date	November 2025

GROWING STRONGER TOGETHER



**THAMES LEARNING
TRUST**



Battle Primary Academy

Feedback Policy

Introduction

‘Feedback is one of the most powerful influences on learning and achievement’ (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol.77, No.1, pp.81-112)

At Battle Primary Academy, we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. It is a vital part of a child’s learning journey and is key to ensuring all our children make the best possible progress. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

The evidence of best practice from the Education Endowment Foundation and other expert organisations underpins our policy. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher’s or the learner’s actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so that it is meaningful.
- Provide specific guidance on how to improve and not just tell students when they are wrong.

Principles and Aims of Feedback at Battle Primary Academy

- Children have the right to have their learning acknowledged, be given feedback on their achievements and advice for future learning.
- Feedback demonstrates a value in children’s learning and encourages them to do the same.
- Feedback has the greatest impact when immediate and targeted.
- Regular feedback ensures teachers are aware of the individual needs and abilities within the class and helps to raise standards by informing future teaching.
- Feedback is time-efficient, meaningful and does not negatively impact on teacher workload.
- Feedback is incorporated into all aspects of the learning.

“Feedback makes me feel proud. It makes me want to keep trying” (Year 3)

Feedback and Marking in Practice

At Battle Primary Academy feedback occurs at one of three common stages in the learning process:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from assessment, mini-whiteboards, book work, etc. • Takes place in lessons with individuals or groups • Often verbally to pupils for immediate action. • May involve use of a teaching assistant to provide support or further challenge. • May re-direct the focus of teaching or the task. • May include highlighting/annotations according to the marking code. 	<ul style="list-style-type: none"> • Lesson observations/learning walks. • Evidence of annotations or use of marking code/highlighting.
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity. • Often involves whole groups or classes. • Provides an opportunity for evaluation of learning in the lesson. • May take form of self- or peer-assessment against an agreed set of criteria. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> • Lesson observations/learning walks. • Timetabled pre- and post-teaching based on assessment. • Some evidence of self- and peer-assessment. • May be reflected in selected focus review feedback (marking).
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching. • May involve written comments/annotations for pupils to read / respond to. • Provides teachers with opportunities for assessment of understanding. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. • May lead to targets being set for pupils' future attention, or immediate action. • Hot and cold tasks in both English and Maths. 	<ul style="list-style-type: none"> • Acknowledgement of work completed. • Written comments and appropriate responses/action. • Adaptations to teaching sequences tasks when compared to planning. • Use of annotations to indicate future groupings. • Marking of hot and cold assessments.




Marking Expectations

1. Feedback will be embedded into every lesson.
2. In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently.
3. Written marking and comments from the class teacher is expected for all cold and hot tasks and these should be marked against the writing TAFs.
4. Teachers will apply the marking codes for English, Maths, Science, History and Geography.
5. Handwriting should be corrected in the moment. RE and PSHE should be acknowledged with a green tick or stamp.
6. Spelling mistakes (3 maximum) and basic punctuation errors should be addressed across all subjects and opportunities provided for children to correct these in purple pen. Discretion will be used in Years 2 and 6 with regards to writing moderation.

7. Highlighters are for adult use only. Children will self/peer assess, edit and improve in 'purple polishing pen.'
8. In Year 6 only, writing will be marked against the TAF using yellow for WTS and blue for EXS+

Marking Codes

I	Independent work	<ul style="list-style-type: none"> • I should be used in EYFS to show when a child has worked truly independently • In all other year groups assume work is independent unless S is used when a child has received support
S	Supported by an adult (clarify what adult did and what child did)	

	Work that demonstrates that a child has met an element of the success criteria, demonstrated a skill or achieved the intended learning outcome. This should be highlighted within the body of the work.
	Age appropriately - work that needs further attention or displays an error or misconception. Children should respond to this/correct in purple pen.
FS	Missing full stop
CL	Missing capital letter
SP	Spelling mistake
P	Punctuation missing
	Read this part back. It does not make sense.
^	Missing word
//	Start a new paragraph
	Uplift sentence or vocabulary

BPA's Feedback Fab Five

*At Battle Primary Academy, feedback is embedded into every aspect of a child's learning journey. In order to maximise the impact of our feedback, we use the **Feedback Fab Five** as part of our regular, everyday classroom practice.*

1. Dedicated Improvement and Reflection Time

Upon the completion of a task, assessment or at the beginning or end of a lesson, time should be provided so that children can act upon and respond to your comments (or that of a peer). This is also an excellent opportunity to provide **Whole Class Feedback** (see

appendix) based on any common errors or misconceptions you have identified when looking at the children's work. DIRT can also be a way to extend children towards mastery of a given skill.

2. Feedback Mirrors

After a child has completed a task (piece of writing, test question, drawing etc), show them a good example (WAGOLL) to compare their work against. Children can then edit, redraft or set themselves targets to work on. This should be modelled first by the teacher.

3. Live Mark

During a lesson, the adult/s circulates around the classroom, speaking with children individually, providing feedback and/or marking work. Prior to the lesson the teacher will decide which children to target (and how to use any additional adults to support with this). A strategy to ensure children remember the feedback is to use the 'repeat after me' strategy where the children verbalise your feedback either in your words or their own. Once feedback has been provided, the adult should then check back on the child after a period of time.

NB Verbal feedback does not need to be acknowledged with a code if provided live in a lesson and a child has acted on it using purple pen. VF for verbal feedback can be used by staff if they wish to acknowledge other forms of verbal feedback were given during a lesson or afterwards.

4. Mind the Gap

A range of opportunities should be built into lessons to assess the children's understanding (mini plenaries). When struggling learners are identified via the use of mini plenaries, the teacher should provide appropriate feedback to the children to ensure the 'gap can be closed' as much as is possible. This could be done within the lesson, at the start of the next lesson or during intervention sessions.

5. Show and Tell

During a lesson, the teacher uses a visualiser/airplay/smart board to model improvements on a piece of work. This could be done with the whole class or with a small group of children. To extend this further, children could contribute to the process so that it becomes a 'shared' experience.