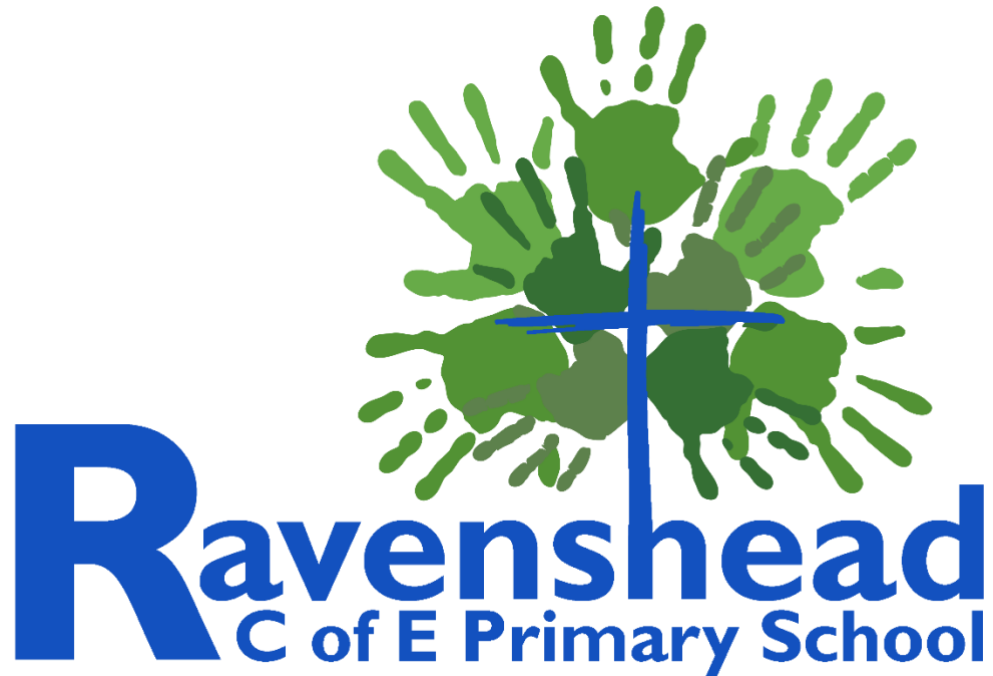




FEEDBACK POLICY

This policy was reviewed: October, 2025.

This policy will be reviewed: October, 2026.

Statutory policy: No.

Source: School

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Our School Vision

Our school vision is based on the theme of '*Taking Care*'. We strive to encourage our children, staff and wider community to 'take care' of one another through the core Christian Values of:

Kindness, Hope, Courage and *Respect*.

Our vision is inspired by the words in Corinthians:

"Let love and kindness be the motivation behind all that you do."

(1 Corinthians 16.14)

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

Intent

Through effective feedback, we aim to support pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where they need to be.

We have adopted the Education Endowment Foundation's evidence informed three principles (taken from 'Teacher Feedback to Improve Pupil Learning, Guidance Report')

https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf) which states that teachers should:

1. Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment.
2. Deliver appropriately timed feedback, that focuses on moving learning forward.
3. Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

Before providing feedback, we 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 used to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

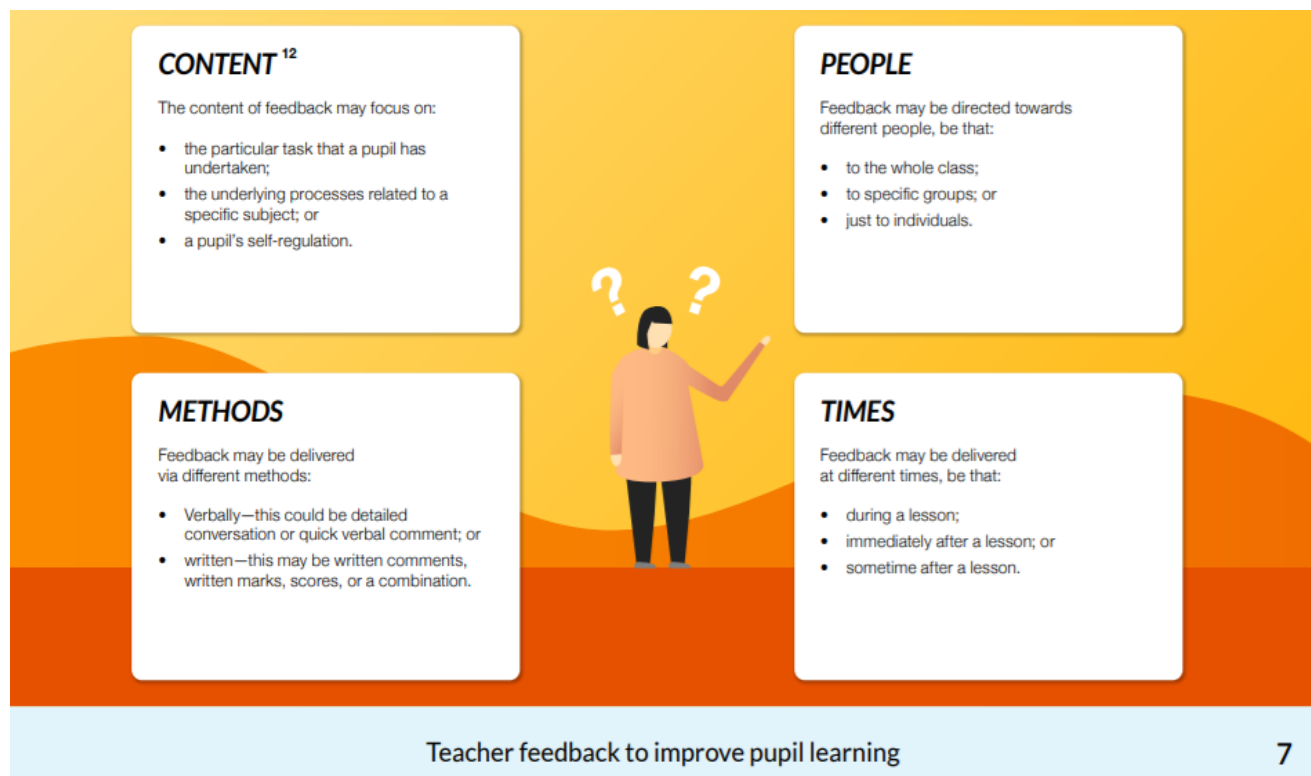
Well-timed feedback will be used to move the learning forward and its main role is to:

‘improve the learner, not the work. The idea is that, after feedback, students will be able to do better at some point in the future on tasks they have not yet attempted.’

Dylan William, EEF Teacher Feedback to Improve Teacher Learning’.

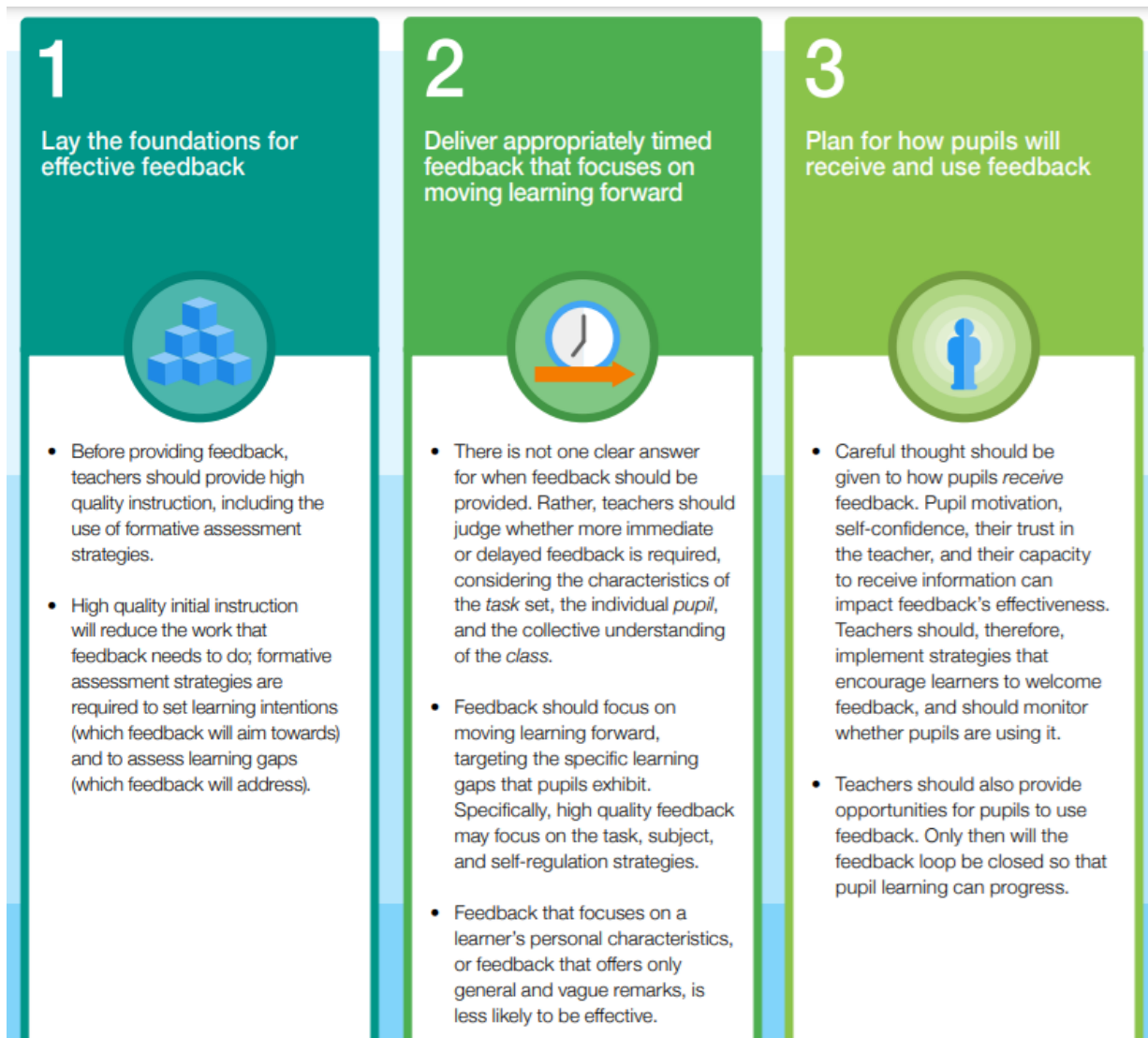
What is Teacher Feedback?

Taken from the Education Endowment Foundation’s ‘Teacher Feedback to Improve Pupil Learning, Guidance Report’.



Key Principles of Feedback

Taken from the Education Endowment Foundation’s ‘Teacher Feedback to Improve Pupil Learning, Guidance Report’.



Feedback will focus on moving the learning forward, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves. Specifically, high quality feedback can focus on the **task** (its outcome and advice on how to improve when doing that specific type of task), the **subject** (and the underlying processes within that subject), and **self-regulation** strategies (how pupils plan, monitor, and evaluate their work).

We recognise that:

‘It is crucial that pupils are given the time and opportunity to use the feedback given so that it moves learning forward. Rather than just commenting on work that has been finished, it needs to impact the future work that a pupil will undertake.

After identifying a learning gap with effective formative assessment, feedback is then offered to close this gap. Only when that feedback is *used* by the pupil is the learning gap, and therefore the feedback loop, closed.’

Teacher Feedback to Improve Learning – Education Endowment Foundation.

We provide the children with opportunities to edit and revise their work (with scaffolds and modelling used where appropriate) as an opportunity for meaningful learning.

Our Approach to Feedback

During lessons, teachers will provide feedback to the whole class, groups, or individual children. Teachers may also mark in the moment.

At points during the lesson, teachers may use assessment for learning (AFL) to identify groups of children to work with to address misconceptions or to extend their learning. They may also use AFL to re-shape the lesson to address the needs of the children to ensure that they make progress. Additionally, teachers may stop the lesson at key points to allow children to assess the work that they have completed so far (e.g. in Maths by discussing some of the answers as a whole class or by putting some of the answers on the board).

At the end of the lesson, teachers will review the books and use a **Lesson Feedback Sheet** (see Appendix 1 for English and Maths, Appendix 3 for Topic) which summarises the strengths and targets for the entire class, naming a number of students that exemplify some of the strengths and areas for development. They will identify children that need further support and may use either AFL short sessions (working 1:1 or in small groups with an adult), identify a group that will work with an adult in the subsequent lesson or amend and re-shape the following day's lesson.

Implementation

Maths *see Appendix 5*

Children will:

- Write the numerical short date on the left-hand side and underline it.
- Write the focus area for Maths for the lesson at the top of the page and underline it, e.g. Adding Fractions, Line Graphs.
- Mark their work using a red pen during mini plenaries in the lesson to enable them to assess their understanding. This will also be used to inform/re-shape the focus groupings.
- Use red pen to mark their answers, peer mark, edit any of their work. They should also use red pen for any AFL sessions, writing AFL on that piece of work along with the short date.

Teachers will:

- Use black pen for any writing/marking on a child's work.
- Put a (T) for 'teacher' next to the question if an adult has been involved in moving the learning forward with an individual child or working as part of a group with the teacher. Any work or question without a (T) will be considered to be independent.
- During the lesson, mark in the moment as they work with a child/children.
- After the lesson, look through the children's books for common misconceptions and errors in basic skills (this could be done by sorting the books into three piles – children who didn't grasp the concept taught, those who showed a good understanding, those that did particularly well). star any parts of a child's work that are worth sharing as examples.
- Then complete a 'Lesson Feedback Sheet' at the end of the session (see Appendix 1) by making notes on the key messages to feedback to children at the start of the next lesson (see Appendix 2 for a worked example).
- Re-shape the lesson for the following day and plan your focus groups.
- Share the children's examples (starred) at the start of the next lesson – these could be used as worked examples/refresher points. Address any misconceptions either whole class or with your focus groups.

English *see Appendix 6*

Children will:

- Write the date in the margin and underline it.
- Where the work continues the following day, children will just need to write the date in the margin and underline it (see Appendix 4).
- Use red pen to edit any of their work. They should also use red pen for any AFL sessions (if it is a separate AFL session, the title AFL will be put at the top of the work along with the date in red).

Teachers will:

- Put a (T) for 'teacher' in the margin if an adult has been involved in moving the learning forward with an individual child or working as part of a group with the teacher. Any work or question without a (T) will be considered to be independent.
- Complete a 'Lesson Feedback Sheet' at the end of the session (see Appendix 1 and Appendix 2). Identify which children will need adult support to achieve the lenses from yesterday (AFL) in the next lesson.

Topic *see Appendix 7*

Children will:

- For RE only, write the date in the margin and underline it. Write the title at the top of the page and underline it. Write the date in the margin and underline it.
- Write a title, e.g. History of Animation, Making a Zoetrope, Landmarks of Scotland.
- Use red pen to edit any of their work.

Teachers will:

- Stick a curriculum overview sheet in the children's books at the start of each topic. <https://ravenshead-cofe-primary.secure-primariesite.net/curriculum-newsletters/>
- Put a (T) for 'teacher' in the margin if an adult has been involved in moving the learning forward with individual child or working as part of a group with the teacher. Any work or question without a (T) will be considered to be independent.
- After the lesson, look through the children's books for common misconceptions and errors in basic skills (this could be done by sorting the books into three piles – children who didn't grasp the concept taught, those who showed a good understanding, those that did particularly well). Star any parts of a child's work that are worth sharing as examples.
- Then complete a 'Topic Lesson Feedback Sheet' at the end of the session (see Appendix 3) by making notes on the key messages to feedback to children at the start of the next lesson (see Appendix 2 for a worked example).
- Re-shape the lesson for the following day if applicable.
- Share the children's examples (starred) at the start of the next lesson.

Appendix 1 – Lesson Feedback Sheet (English and Maths)

Lesson Feedback Sheet

Date:

Lesson:

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

Appendix 2 – Completed Lesson Feedback Sheet (English and Maths)

Lesson Feedback Sheet

Date: 16.6.21

Lesson: English

Work to Praise and Share	Need Further Support
Jane - Chunk 1 Edward - Chunk 2 Lily - Chunk 3	Alison - not including modelled features. Sarah, Emma, Evie, Joe → work with me tomorrow Afi with Mr Hurst / me ↓
Presentation	Basic Skills Errors
Matthew - not joining handwriting Emily - size of writing Alice - not neat enough Zach - near to pen! licence	David } full stop Edward } Jenna } Isla - speech marks Sophie - capitals for proper nouns.
Misconceptions and Next Lesson Notes	
• Reminder need capital letters at start of speech. • Need ? for question - even at end of speech. • Commas needed in a list.	

Appendix 3 – Lesson Feedback Sheet (Topic)

Topic Lesson Feedback Sheet

Date:

Lesson:

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Learning Points for the next Lesson (if applicable)	

Appendix 4 – Completed Lesson Feedback Sheet (Topic)

Topic Lesson Feedback Sheet

Date: 18.6.21

Lesson:

Geography -
Scottish landmarks

Work to Praise and Share	Need Further Support
Andrew } Good all round Alison } James - good facts about Kelpies	Grace - at picking out key facts when researching ↳ ? give simplified text to use?
Presentation	Basic Skills Errors
Alison ✓✓ Thomas - needs to write against the margin. Ann - Don't circle titles. William - neater handwriting needed.	Jonathan - not writing in full sentences (just facts). James - capital letters.
Learning Points for the next Lesson (if applicable)	
• Work needed on extracting facts and putting in own words. • How to refine a google search when researching.	

23.06.21

Adding Fractions

1. $\frac{2}{5} + \frac{3}{5} = \frac{5}{5}$ ✓

* 2. $\frac{3}{8} + \frac{1}{8} = \frac{4}{8}$ ✓ *

⑦ 3. $\frac{1}{4} + \frac{1}{2} = \frac{1}{4} + \frac{2}{4} = \frac{3}{4}$ ✓

4. $\frac{2}{5} + \frac{3}{10} = \frac{5}{10}$.

5. $\frac{1}{4} + \frac{3}{8} = \frac{4}{8}$.

23.06.21

Af1

5. $\frac{1}{4} + \frac{3}{8} = \frac{1}{4} \xrightarrow{x2} \frac{2}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$

23.6.21 It was a cold night. Nose to the ground he searched for scraps. Streetlights shone on the busy city as heavy, loud feet pounded past. Suddenly, the dog noticed a loving limb lowering a crinkle-cut chip.
"Hey little guy, are you hungry?" a kind voice asked.

24.6.21 The next morning he awoke snuggled up in a fresh clean bed. Next to him, he noticed a bright ~~blue~~ bowl with the word 'Winston' written in big black letters on the side. *The bowl was filled with crumbly, crunchy biscuits which tasted delicious. *
~~He began to eat them.~~ He began to wolf them down.

23.6.21

Landmarks of Scotland

The Kelpies are 30metre horse-head sculptures which show the shape-shifting water spirits. They are located between Falkirk and Grangemouth. They were completed in October 2013. The Kelpies are a monument to horse-powered heritage across Scotland.