

HOLY TRINITY CE PRIMARY SCHOOL

Feedback Policy

Policy Review

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body in 2024

It is due for review – 2026

Signature

Date

Head Teacher **Introduction.**

Ethos and Aims of Holy Trinity CE School.

Our status as a Church of England school is fundamental to our ethos and purpose. We expect all our staff to support our Christian ethos and aims.

At Holy Trinity School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun.

Our mission statement is: Alta Pete – Aim High

‘Let your light shine’

The primary aim of the school is to help each pupil reach his or her full potential so that they may develop the attitudes, skills and knowledge to take full advantage of the opportunities available in their future lives.

We achieve this by:

- fostering the values, attributes and lifestyles that a Christian faith demands in the family, among friends, in the school and in the wider community.
- creating an environment for staff and pupils that is happy stimulating and supportive in which core values and beliefs of high expectations can flourish
- providing an appropriate balanced education designed to help each pupil reach their potential.
- ensuring that all staff have access to development opportunities in keeping with the needs of the school and individuals' expertise to enhance the educational opportunities for our children.
- providing effective management and organisation within the school to give clear guidance for its direction
- nurture the partnership role between School, Governors, Parents, Christ Church and the wider community for the benefit of the children for whom we are jointly responsible.

At Holy Trinity our Feedback Policy relates specifically to the ethos and aims to the school and the aims and objectives we seek to achieve in all curriculum areas. The purpose of the policy is to set out the principles and procedures of how we provide marking and feedback to our pupils and ensure they make good progress in their learning. This policy and the principles for providing feedback is based on the best practice from educational research, pulling together information from the Education Endowment Foundation, Reducing workload – Reviewing and streamlining feedback and marking practice - DfE, and the work of educationalists such as Shirley Clarke and John Hattie.

All members of staff are expected to be familiar with the policy to ensure there is a consistent approach across the school. It is also important that pupils have a clear understanding of the way in which their work is marked, and feedback given. The involvement of children in the process is at the heart of our ethos. We believe that pupils are partners in their learning and should understand the importance of improving their work and next steps to become reflective and independent learners.

We believe it is important to provide positive, constructive feedback which supports the development of children's learning in achieving the challenging outcomes and reaching their learning potential. Feedback, both verbal and written, gives pupils a clear understanding of how to develop their work. The teachers check that pupils demonstrate their understanding by acting on the advice given.

Aims of the policy

The main purpose of feedback is to improve pupil outcomes. To achieve this, feedback needs to show pupils:

- What their goals are, by discussing learning objectives and success criteria – high expectations for all pupils
- What they have achieved, by acknowledging and praising their work to show we value children's learning outcomes.
- What changes are needed, by correcting misconceptions and setting strategies for improvement

For this to be manageable and effective, it should be:

- Timely: usually immediately after the task is completed, or in the same lesson – point of learning marking.
- Frequent: after every piece of work or task.
- Acted on: by pupils - Teaching staff aim to encourage children to feel safe enough to learn from their mistakes and take risks.
- Quality not quantity.
- Meaningful – age group and subject to adjust the approach to develop children's understanding of what they do well and how they can improve further.
- Motivating; short challenging comments and oral feedback to motivate children to want to produce high quality outcomes and make progress.
- To offer opportunities for peer and self-assessment, developing their understanding of the processes of learning and sharing those with others.
- To encourage pupils to be reflective about their learning and become independent in taking the next steps in their progress.

Marking and feedback will be:

- Clearly related to the learning objectives, success criteria and individual targets/next steps of the lesson.
- Meaningful and accessible to the individual child.
- Used to inform future planning and learning opportunities.
- Positive, constructive and improve children's learning.
- Encouraging of a dialogue between the child and teacher/everyone involved in the process through point of learning marking.
- Given verbally and in written form.
- Written in a neat and in a legible style.

Key Principles

We have looked at the latest educational research both from external sources (including the Education Endowment Fund and DfE) and also worked with pupils to look at what they find useful in developing their learning. It is vital that teachers evaluate the work that children produce in lessons and use information obtained from this to adjust their teaching. The sole focus of feedback is to further a child's learning.

Education Endowment Foundation, teaching and learning toolkit.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. Meta-analysis by the EEF 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.
- Put the onus on the students to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

How we give feedback:

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Takes place during a lesson with individuals, groups or the whole class. • Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers. • Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. • Praises effort and contributions. 	Lesson observations; learning walks.
Responsive (catch-up)	<ul style="list-style-type: none"> • Takes place after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • Usually delivered by a teaching assistant based on guidance from the teacher. • An element of the child's responses to catch-up are recorded in their workbooks to show progress over time. 	Learning walks; catch-up observations; feedback grids; book looks.

Summary (feed-forward)	<ul style="list-style-type: none"> • Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or sub-groups. • Takes place during the following lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant. 	Planning looks; lesson observations; learning walks; book looks.
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Feedback Guidance

Approaches to feedback.

Feedback will be undertaken in a timely manner during the lesson as much as possible or following the lesson if this is to review the progress towards the learning objective. It should take place within the learning environment with the child or group so that the dialogue can address areas for improvement in a timely manner.

Abbreviations and symbols are in place and are shared with pupils and families to ensure everyone knows what these mean and how they are used (see).

Teacher's point of learning feedback will be in red pen, supply teachers/TAs in green pen.

Peer and self-assessment will be written in pencil or using the purple pens as appropriate.



Verbal Feedback – Point of learning feedback.


It is important that all pupils receive regular verbal feedback from the adults. Verbal feedback will be noted by writing VF.

Feedback away from the point of learning


Teachers will indicate examples where the child has met or not met the learning objective/success criteria using pink and green highlighting.

Feedback codes

Assessment	
Blue dot (cold writing) 	Not marked but used to inform future planning
Red dot (hot writing) 	Marked using the following codes
	'Green to be seen' Strengths/celebrations Reinforcing a skill or key piece of information
	'Pink to think' Something to check/Re-try Addressing a misunderstanding

	Spelling mistake
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EYFS	
Verbal feedback	Point of learning marking
VF	To indicate verbal feedback has been given
Tapestry	Evidence for FS

KS1 and KS2	
	Spelling mistake
SP in the margin	Spelling mistake KS2 in the spring term
	'Green to be seen' Strengths/celebrations Reinforcing a skill or key piece of information
	'Pink to think' Something to check/Re-try Addressing a misunderstanding
VF	Point of learning marking Discussion with pupil Suggested action taken

Subject Specific Guidance

English

Writing

Initial writing assessments on the first week. Recount of their holidays and a narrative for the whole school based on a short film. Blue dots to show it is a cold copy. Writing is used as an initial assessment but does not need to be marked. Teachers record the areas for development for each child and become aware of any common misconceptions. The same short film will be used again at the end of the autumn term to produce a hot copy (red dot) to show progress. This writing is marked after the lesson using pink to think and green to be seen. The strengths and areas for development are recorded by the teacher on the left hand page. Children must given time to read and reflect on what went well and what they need to improve. The teacher looks for this in future writing.

Skills are taught for at least two weeks using PiXL resources. The children can self-mark in purple as the teacher models on the board. All instantly marked and children know their areas for improvement. Common misconceptions can be taught through the early morning work.

The Write Stuff units are mapped out for the whole school and taught across the year. They cover narrative, non-fiction and poetry. This includes vocabulary collecting, modelling sentence structure and modelling handwriting. The objectives

for each lesson are clear and must be shared with the pupils. Additional resources should be used to teach the skills and the plans annotated to show this e.g. Espresso. At the beginning of the unit, the title of the new unit should be written with the long date. Following lessons should only have the short date in the margin, as the process of the lessons is the same. A double page is used for vocabulary collecting and sentence construction in their English books.

The learning objective for each lesson is shared but not recorded in books – this should be on the planning. Children record on the left hand page the vocabulary linked to the learning objective and some read aloud. The teacher then scribes higher order vocabulary for the children to add in purple. The teacher models handwriting a sentence using a choice from the vocabulary collected. The children write their own sentence/s using the model. They can use their own word choice or magpie the higher order vocabulary. As they finish, the children read their constructed sentences aloud for initial formative assessment. This also allows slower writers the opportunity to complete theirs. Adults circulate for point of learning marking. Misspelt vocabulary from the board and basic SPAG must be pointed out for the child to correct.

At the end of the unit there is an independent writing task. It is not a re-write of the same thing but a piece of independent writing based on what has been taught e.g. a continuation or from another characters perspective. The Write Stuff suggest independent writing tasks. The teacher chooses the success criteria and shares with the children, focussing on skills taught throughout the unit. The independent writing is completed in the extended writing books. Children write on the right hand page only. Children are given planning time prior and self-evaluating time after the writing. This writing is marked after the lesson using pink to think and green to be seen. The strengths and areas for development are recorded by the teacher on the left hand page. Children must given time to read and reflect on what went well and what they need to improve. The teacher looks for this in future writing.

Before the end of the autumn term there is a whole school task using The Santa Trap book. The children are familiar with the story so can concentrate on the skills. Each year group has different learning objectives. Writing is shared at staff meetings for moderation and to show progress. This is also marked following the procedure in the extended writing books.

Additional SPAG activities and spellings can be taught in the English activity books. Spellings are tested via dictated sentences.

HfL assessment sheets are used to record progress, which helps to inform data. This is carried out mid spring and end of summer term. The data is recorded on Arbor. SLT monitors the data and triangulates it with Pupil Progress Meetings, book looks, pupil voice and end of year projections.

Phonics

We teach and assess phonics following the Little Wandle Programme.

Summative assessments are used every six weeks of the teaching cycle. The summative assessments help to keep track of pupils' progress, to inform next steps for teaching and identify pupils for Daily Keep-up. The assessments are carried out by the class teacher. They are one-to-one assessments that give a clear indication of the progress of each child.

Placement assessments are used for children new to the school. Any children who join us after the start of Reception Autumn term will complete the Placement assessment.

Reading

EYFS and KS1

As children master the phonic code we follow the Little Wandle programme and assessment to put that blossoming knowledge into practice. We teach pupils to decode, read with prosody and comprehension. The Little Wandle assessment guidance supports us to match children's secure phonic knowledge to appropriate decodable books.

Post Phonics Y2 – Y6

We use Accelerated Reader Star Tests at the beginning of every half term to assess the pupil's progress. We use this to inform planning for teaching reading for Book Talk and to ensure the children are independently reading books in their correct reading range. The assessments indicate individual targets for every pupil.

HfL assessment sheets are used to record progress from Y1 – Y6, which helps to inform data. This is carried out mid spring and end of summer term. The data is recorded on Arbor. SLT monitors the data and triangulates it with Pupil Progress Meetings, pupil voice and end of year projections.

Maths

HfL destination questions are used in lessons to assess progress on the learning sequence being taught. Greater Depth questions are also used to stretch and challenge. Diagnostic tests are completed termly to inform future planning and to address any gaps in learning and misconceptions. HfL assessment sheets are used to record progress from Y1 – Y6, which helps to inform data. This is carried out mid spring and end of summer term. The data is recorded on Arbor. SLT monitors the data and triangulates it with Pupil Progress Meetings, pupil voice and end of year projections.

Science

Religion and World Views

Teachers check for understanding during lessons. Strategies include the use of whiteboards, thumbs up/down, lollysticks for random selection. Point of learning feedback occurs in the lesson to move the learning on. Spelling mistakes for subject specific vocabulary are also addressed in the lesson. Summative assessment at the end of the year shows which children are working towards, age related or working at greater depth.

Foundation Subjects

Teachers check for understanding during lessons. Strategies include the use of whiteboards, thumbs up/down, lollysticks for random selection to ensure all are listening, show of fingers for a set answer in whole class quizzes, Espresso quizzes are used for formative assessment – this includes the use of multiple-choice questions or other strategies to identify specific misconceptions. TAs write on post-it notes who needs further support and share with the teachers.

The Use of low-stakes quizzes or questions are used to identify gaps in pupils' knowledge at the end of a unit.

Opportunities for pupils to reflect on their learning and receive feedback to improve their understanding are timetabled. This enables the children to address corrections and seek adult support.

Point of learning feedback occurs in the lesson to move the learning on. Spelling mistakes are also addressed in the lesson.

The subjects following the Kapow scheme of work have assessments included in their programme of study for each topic. Summative assessment at the end of the year for all foundation subjects shows which children are working towards, age related or working at greater depth.