

Jesus said “The kingdom of heaven is like a mustard seed that someone took and sowed in his field; it is the smallest of all the seeds, but when it has grown it is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches.”

Matthew 13:31-32

Tewin Cowper C of E Primary School



Believe Grow Succeed

Feedback Policy

Version 7

Reviewed by Staff: Spring 2025

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1. Statement

At Tewin Cowper CE Primary School, we acknowledge the importance of feedback as an integral aspect of the teaching and learning cycle. We have reviewed some of the current research around effective feedback and the workload of implications of marking and from cognitive science regarding the fragility of new learning.

Our aim is to maximise the effectiveness of feedback across the curriculum.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF), which 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 pupils to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions and misunderstanding, so that the teacher can follow these up in subsequent lessons.
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2. Purpose of Feedback

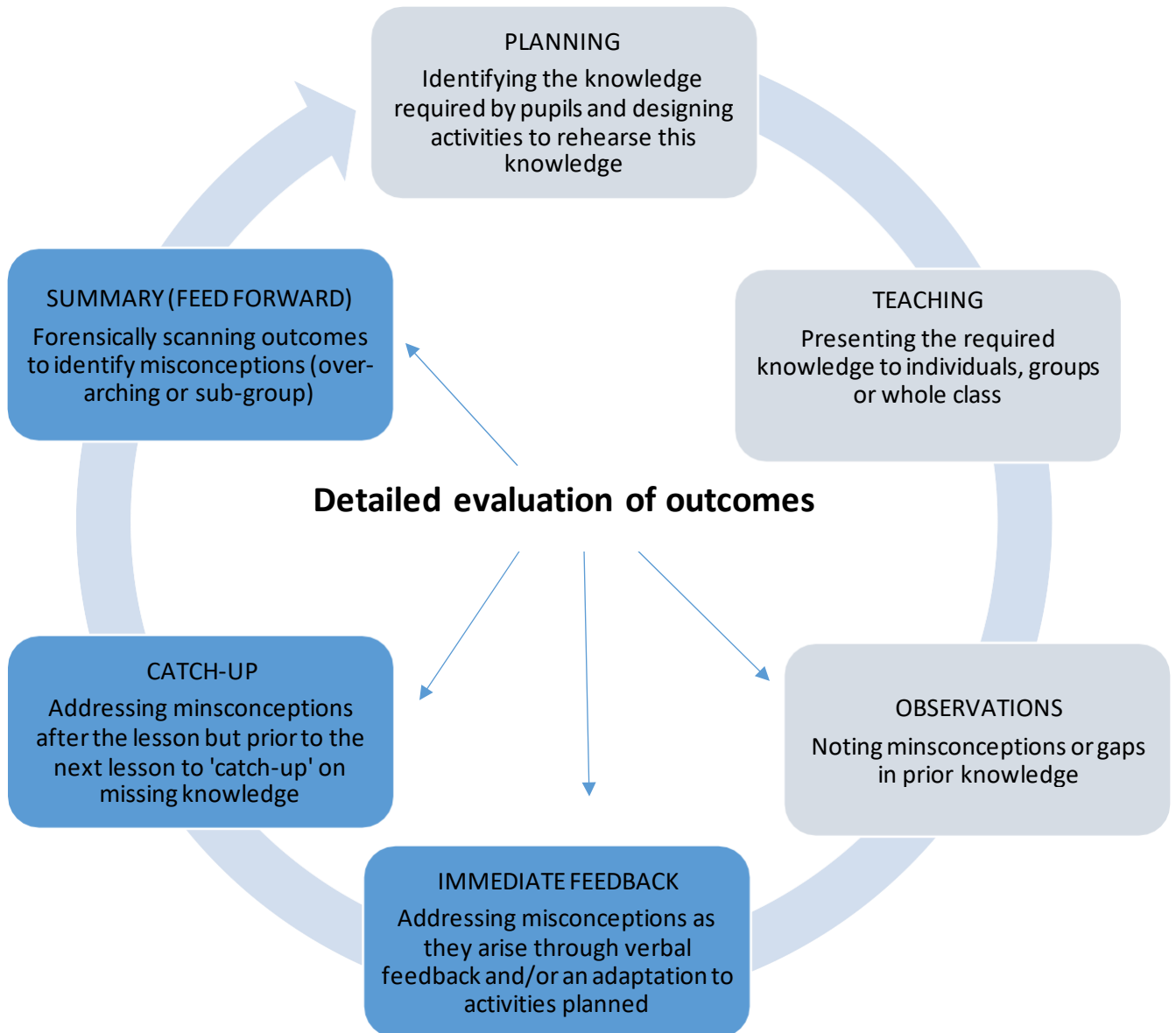
The sole purpose of feedback is to further a child's learning. It must empower a child to take responsibility for improving their own work and not rely on the adult doing the hard thinking work for the pupil e.g. making corrections to spellings, punctuation or the answer to a maths problem.

3. Our Feedback Cycle

We aim to make use of good practice approaches as outlined in the EEF toolkit; DfE 2016, to ensure that pupils are provided with timely and purposeful feedback that furthers their learning. Our cycle enables teachers to gather assessments that enable them to adjust their teaching, both within and across a sequence of lessons.

It is essential that teachers evaluate the work that pupils produce in lessons and use the information to adjust their teaching.

Feedback occurs at one of three common stages in the learning process:



Progression of feedback

While the purpose of feedback is consistent across all year groups, the type of feedback will vary dependent on the age of the children. For example, feedback given in EYFS and Year 1 is immediate; when working with very young children, feedback given later in time has little or no impact.

4. How We Give Feedback

Type	What it looks like	Evidence (for observers)
Immediate	<p>Takes place during a lesson with individuals, groups or the whole class.</p> <ul style="list-style-type: none"> • Includes the teacher and/or teaching assistant gathering assessments from their teaching e.g. whiteboard work, book work, verbal answers. • Often given verbally to pupils for immediate actions. • Praises effort and contributions. • May involve the use of a teaching assistant to provide support or further challenge. • May re-direct the focus of teaching or the task. 	<p>Lesson observations Learning walks Verbal Feedback (particularly in EY) In books – Green pen for ‘growth’ (how to improve work) Pink pen for success Purple pen where pupil has uplevelled an improved their work Pupil Voice</p>
Responsive (same day catch-up)	<ul style="list-style-type: none"> • Takes place after the lesson or activity with individuals or groups. • Re-addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • Will usually be delivered by a teaching assistant based on guidance from the teacher. • Often an element of the pupil’s responses to catch-up are recorded in their workbooks to show progress over time. 	<p>Learning walks Catch-up observations Book looks (for ref to colour pens, see above) Pupil Voice</p>

<p>Summary (feed-forward)</p>	<ul style="list-style-type: none"> • Involves forensic scrutiny of the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the whole class or sub- groups. • Takes place during the following lesson. • Addresses over-arching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Sometimes involves allocating time for editing based on the feedback given or rehearsal of the knowledge. Editing is done in purple pen. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant. 	<p>Planning looks Lesson Observations Learning Walks Book Looks (for ref to colour pens, see above) Pupil Voice</p>
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5. Why We Don't Mark

The Department for Education review paper: Eliminating unnecessary workload around marking, has highlighted 'that marking had become a burden that simply must be addressed' (DfE, 2016).

Written evidence of the feedback given is incidental to the process; we do not provide additional evidence for external verification. Written marking has a huge opportunity cost attached to it; we would rather our teachers spend that time planning and resourcing high quality lessons.