



Procedure for Feedback for Learning

Walton-on-Trent C of E Nursery and Primary School

At Walton-on-Trent CE (C) Primary and Nursery School our policies and procedures have been written to comply, appropriate, with the General data Protection Regulations – GDPR 2018. Further information regarding GDPR is available on the school website.

Living, Learning, Laughing in God's Love

Date of procedure: June 2025

Review date: June 2026

Vision Statement

To be a vibrant learning community aspiring to celebrate God's love and the uniqueness of each individual. This means offering kindness, honesty and respect to our local and global community and demonstrating courage, perseverance and ambition in order to flourish in the joy and hope of 'life in all its fullness' (John 10.10)

Our Values

Honesty, Kindness, Respect, Courage, Ambition & Perseverance

Principles of Feedback

Our Feedback Procedure is based upon research from the EEF, 'Teacher Feedback to Improve Pupil Learning'.

Walton-on-Trent understands that the effective use of feedback techniques has a powerful influence on pupils' learning and progression. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This procedure aims to ensure that feedback:

- Is given within a culture of 'progression over perfection' so feedback can be accepted
- Models to pupils how feedback should be received and processed.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide feedback and where it is appropriate to provide it.

In summary

- Feedback should only be used to promote learning (Feed up, Feedback and Feed forward (Hattie & Timperley 2007).
- "Feedback should be more work for the recipient than the donor" (D William, 2005)
- Teachers are empowered to decide on the most appropriate method of feedback within their subjects to promote and deepen learning.

Roles and responsibilities

The headteacher is responsible for:

- Ensuring that this procedure is implemented, monitored and remains effective.
- Assessing whether feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this procedure as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Teaching staff are responsible for:

- Ensuring that they adopt this procedure when providing feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand and are receptive to the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets.
- Provide positive and pupil-friendly marking and feedback.

What does feedback look like at Walton-on-Trent?

Feedback will be specific to the subject and specific task the students have carried out. Teachers will use their discretion to determine which is the more effective way of feeding back on learning from the suite of options listed below. **Purple progress pens** should be used to show that the pupil has reacted to teacher feedback.

Feedback may take the form of:

1. Clear Learning Objectives

- Learning Objectives will be prepared before the lesson to reduce wasted learning time
- Learning Objectives (LO) should be succinct, understandable to the children and offer clarity as to the learning focus. Children should self-evaluate against the LO using a small green or orange dot in pencil crayon at the end of the typed LO.
- Success Criteria checklists may be offered to help to complete a task. These should offer space for pupil and teacher reflection on how well the criteria have been met.

2. Live feedback

- Immediate marking of the work by the teacher either through verbal or written prompts. Students act immediately on this during class time.
- Teacher giving verbal feedback during lessons to small group, whole class or individuals. Students act upon this feedback at the point at which it is given.
 - Consistent high-quality learning dialogue between teacher and student during the lesson. Students act upon this feedback immediately.
 - The teacher highlights errors in non-negotiables whilst circulating in class. Students act upon this feedback in purple pen.

3. Coded marking

- Simple codes used uniformly across the school can reduce cognitive learning enabling the pupil to focus on content over process. The codes should be placed in circles on the child's work:

(V) verbal feedback given (S) support given (G) guided work
(I) independent work (AP) assessment piece for writing

- Highlighters are used for quick identification of areas of strength and next step in learning:

GREEN	indicates where LO has been met
PINK	indicates attention required by pupil
ORANGE	(Y2&6 only) evidence of TAFs

- Where children are working outside of their age-group expectations, teaching assistants may highlight the LO in green or pink or a combination of both to quickly show the teacher how well the child has met their target.

4. FEEDBACK Slides

- Verbal feedback is given through a FEEDBACK slide at the start of the next lesson. These may recap prior learner, celebrate a 'STAR' learner, review displayed work, address non-negotiables, re-tech a misconception or simply describe next steps

5. Peer assessment

- Children could be asked to review each other's work (in part or in whole) sharing successes and suggesting areas for improvement.

6. Written feedback (marking)

- Teachers will mark in green pen so feedback is easily identified.
- All written work in book should be at least acknowledged with a tick or a sticker
- In maths, correct answers should be ticked/ dotted in green highlighter. Incorrect answers should be highlighted pink over the question number.
- In order subjects, signs of progress or achieving LO should be highlighted green and next steps in pink.
- Children **MUST** be given time to respond to the feedback or it is simply not impactful.

Standards of Presentation

All children should be encouraged to take pride in their books showing the highest standards of presentation in all lessons. Children must be taught the handwriting style for school procedures and encourage in all lessons to apply it.

All maths work should be completed in pencil and rulers must be used.

Children can earn their handwriting pen licences in KS2. These can then be used in English and Foundation subject lessons. Standards of presentation in pen must be maintained.

Monitoring and review

This procedure is reviewed every year by the headteacher or deputy headteacher. Any changes or amendments to this procedure will be communicated to all staff members and governors by the headteacher.