Crofton Hammond Infant School
FEEDBACK POLICY

Policy approved:	May 2024	FGB
Signed:	*S Hosmer*	Headteacher
Signed:	*W Shirley*	Chair of Governors
Date of next review:	March 2026	Every Two Years
Monitored and evaluated by:	Curriculum Committee	Annually

Rationale

Timely and constructive feedback is integral to children's progress. It helps to close the gap between what they know now and what they need to know next. It supports children to address misconceptions and provides scaffolding to help them consolidate new learning. It enables children to become reflective learners and helps them strive to challenge themselves further. It is part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and areas for development.

At Crofton Hammond Infant School, we have high expectations for the progress and attainment of each individual child. John Hattie's research concludes:

"The greater the challenge, the higher the probability that one seeks and needs feedback, but the more important it is that there is a teacher to provide feedback and to ensure that the learner is on the right path to successfully meet the challenges."

EEF research published in 2021 highlighted a number of recommendations. The first is to lay the foundations for effective feedback with teachers providing high quality instruction and the use of formative assessment strategies. High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions and to assess learning gaps (which feedback will address). The EEF also recommends that feedback is appropriately timed and focusses on moving learning forwards. It notes that feedback that offers only general and vague remarks, is less likely to be effective.

Finally, the report recommends that careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness.

Aims

Feedback should…
- be relevant, clear and purposeful, based on where a child is now in their learning and where they need to go next
- help a child to make logical connections, which are based on their prior learning
- encourage children to challenge themselves and be reflective upon their learning
- provide a balance of scaffolded support whilst encouraging independent thinking
- tell a child what they have done well and build their confidence
- show that a child's effort is valued
- support a teacher's ongoing assessment within the lesson or learning journey
- be manageable for teachers and not create an unnecessary workload

Feedback in Practice at Crofton Hammond Infant School
- Wherever possible feedback should be given verbally, in the moment, offering the opportunity for instant implementation. Teachers/teaching assistants should not spend unnecessary time documenting what has been said and will use a highlighter to make a mark on the work at the point where feedback has been given, so that the child and teacher/teaching assistant can assess progress against the feedback
- Feedback should be a two-way dialogue which encourages children to reflect on their own learning and identify next steps for themselves, wherever possible
- The dialogue between child and teacher/teaching assistant should be positive and constructive, ensuring that the child has a clear understanding of how to move their learning forward
- Every child should receive verbal feedback on a regular basis. It is important that children receive feedback on what they are doing well as well as what they need to improve.

- Children will be made aware of the criteria for evaluating their work, including learning objectives, at the start of each lesson
- Written marking is shown to have less impact than verbal feedback and therefore any marking after a lesson should be brief, accessible and meaningful to the child, enabling them to act on feedback in future lessons. Staff workload should be considered here and regular or lengthy written marking is not an expectation.
- Feedback for children with SEND will be appropriate to their level of development and encourage children to reach their next steps, whilst fostering a sense of accomplishment
- Children will be taught the skill of editing from Early Years into KS1. When a child edits their work any errors should be crossed through with a single line.
- Where appropriate, children will be taught to go back and edit their work with a Purple Polishing Pen or using an editing strip
- Peer assessment will be used where appropriate to support children to independently improve their work
- All adults working with children will model the importance of a growth mindset within all areas of learning
- Parents will be informed through parent consultations about next steps in learning for their child
- Learning Passports for children with SEND, which contain individual targets, will be shared regularly with parents

Types of Feedback

The Early Years Foundation Stage Curriculum at Crofton Hammond Infant School strives to develop a growth mindset in all of our children. We want our children to be excited to challenge themselves and feel pride in accomplishing something new. In Early Years all feedback will be given in the moment, to ensure it is relevant and meaningful to the individual child. Feedback should be positive, but provide clear direction of how children can further develop their learning. Children in Early Years will be encouraged to reflect on their learning and think about ways that they might be able to "make it even better still". Teachers/Teaching Assistants will model self-reflection and editing their work, encouraging children to do the same.

In Key Stage One feedback will be predominantly verbal but will also include written marking.

Verbal Feedback -
- When verbal feedback is given it may be appropriate to underline an incorrect spelling or mark an area of work that could be further developed. This should be done using a highlighter.
- Once a piece of work has been highlighted and verbal feedback has been given, it should be an expectation that any further work will be aiming to address the errors or misconceptions. When returning to a piece of work teachers/teaching assistants should look for evidence of the impact of the verbal feedback to assist in their ongoing assessment of the child's learning, as well as the effectiveness of the feedback.
- Effort and progress should be praised verbally, in the moment, wherever possible

Written Feedback -
- To reduce workload, teachers should only record written feedback if there has been no opportunity for verbal feedback during a lesson and where it will be meaningful for the child
- Written comments must be accessible to the child and relevant to the learning objective or a current target for that individual child
- All work will be assumed to be independent unless otherwise marked with an 'S' for supported or 'G' for guided
- Where is has not been possible to praise the effort or progress during a lesson verbally, a short written comment may be appropriate

- Comments written by staff should be precise, clear and positive, showing what has been achieved and next steps, if appropriate
- A tick can be used to show a correct answer, such as number work, grammar or spelling.
- An underline or circle is used to identify an incorrect answer which should be attempted again
- An incorrect spelling may be written at the bottom of a piece of work, so that the child can revisit the word
- In the main, only errors relating to key learning objectives or individual targets will be marked, to keep feedback relevant and manageable
- There may occasionally be non-negotiables which are unrelated to the lesson objectives such as spelling of a word or punctuation which are remarked upon where the teacher feels it is appropriate
- Children should always be given the chance to read and respond to written feedback to ensure it is purposeful
- If a piece of work is not to be marked/commented upon it should be initialled by the member of staff to indicate it has been seen.