

Each of you should use whatever gift you have received to serve others, as faithful stewards of  
God's grace in its various forms  
*1 Peter 4:10*

# Feedback Guidelines

## January 2023

These guidelines offer guidance on [Teacher Standard 6](#), the requirement to ‘Make accurate and productive use of assessment’ where teachers are required to “**give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback**”. These guidelines should be read in conjunction with the school’s: [Teaching and Learning Policy](#)

## Aims

The aim of this document is to provide guidelines for feedback that enable both pupils and teachers to flourish. Flourishing means that pupils develop their gifts and make progress and teachers improve learning outcomes in an efficient and effective way.

## What is Feedback?

**Feedback is information given to pupils that enables them to understand their next steps in learning.**

Feedback can be given in two ways:

**Verbal feedback:** given orally to either individuals, small groups or the whole class at the beginning of a lesson, during a lesson or at the end of a lesson.

**Written feedback:** this can take the form of live marking during the lesson or marking and comments written in books after the lesson.

Feedback can be given by anyone in the classroom: teachers, teaching assistants, peers or be a part of self reflection.

## Principles of Impactful Feedback:

The principles in these guidelines are based on the research by the Education Endowment fund: ‘A marked Improvement? A Review of the Evidence on Written Marking’ and the ‘Teacher Feedback to Improve Pupil Learning Guidance Report.’

- Impactful feedback comes after high quality teaching that includes a clear LO and success criteria ([see our Teaching and Learning Policy](#))
- Impactful feedback always moves pupils forwards
- Impactful feedback is regular, specific, clear and actionable by the pupil
- Impactful feedback is tailored to the learners needs, abilities and age
- Impactful feedback is always followed by planned time to allow the pupil to action the feedback
- Impactful peer feedback needs to be well planned and structured

The most important factors in impactful feedback are not the method of delivery (e.g. verbal or written) or the quantity of the feedback, but the **quality of the feedback** and the **time** allowed for the pupil to act upon the feedback.

Research has shown that the following practices are **not** impactful forms of feedback:

- acknowledgement marking
- correcting pupils’ work (e.g. correcting a spelling, putting in full stops or capital letter; correcting an answer)

- giving written feedback without planning in adequate time for the pupil to respond to the feedback

## Practical Guidance

Feedback should be a regular part of every lesson, should be planned for and be explicitly talked about. Both during a lesson and at the end of the lesson a teacher should look through the work that the pupils have produced in order to identify misconceptions, errors and next steps. Feedback might be planned into the next lesson in the following ways:

- Plan in time at the beginning of the next lesson to address whole class misconceptions and errors through verbal feedback at the start of the lesson; ways to do this effectively can include modelling, correcting a piece of work together under the visualiser, asking pupils to share good examples of work, redoing questions together on whiteboards or in books.
- If written feedback has been given, plan in adequate time at the beginning of the next lesson to allow pupils time to respond to the feedback. Peer support can be used to facilitate this.
- Plan a staggered start to the next lesson to allow the teacher to work with a small group who need specific feedback
- Plan in time with an individual pupil to give them feedback, this might occur during the lesson or at another time in the day, e.g. first thing next morning, during a class silent reading time, during a different lesson e.g. if a pupil has failed to grasp how to carry in column subtraction in maths in the morning, the teacher or teaching assistant may spend 5 or 10 minutes with them during an afternoon lesson to practice some subtraction on a whiteboard or in their maths book.

## Verbal Feedback

As outlined in our [Teaching and Learning policy](#), during any lesson a teacher is constantly using assessment for learning strategies to gauge where pupils are at and to identify next steps in learning. Teachers will use verbal feedback during a lesson with either individuals, small groups or the whole class to correct mistakes, address misconceptions that have arisen and to point out next steps for pupils. In some key stages (e.g. EYFS) and some subject areas (e.g. PE, Art, DT, music, computing) verbal feedback will be the primary form of feedback given to pupils.

Verbal feedback does not need to be recorded by either the pupils or the teacher and verbal feedback stamps do not need to be used.

## Written Feedback

The frequency and length of any written feedback is down to the professional judgement of teachers but should be broadly consistent across year groups, phases and subjects. **It is the progress and quality of work in the books that is the measure of successful teaching rather than the frequency or length of 'marking'.** In EYFS and KSI it is to be expected that most impactful feedback will be given verbally; longer written comments to be actionable by the pupil may be more appropriate in UKS2.


Written Feedback in CtS should follow the guidelines below:

### Highlighting of LOs

- If a pupil has achieved the LO in a lesson in any subject the LO should be highlighted in yellow: this is more time efficient and communicates very visually to a pupil that they have been successful. (LOs are always written as titles in written pieces of work - see the CtS [Presentation of Work Guidance](#))

- If a pupil has been supported to achieve an LO then the letter S should be written in a circle next to the highlighted LO to make it clear that it was not independent. This S should be written by the adult who supported the pupil either one to one or in a small group.
- If a pupil who is usually supported (e.g. has a 1:1, always works in a supported group or with an adult) achieves an LO independently then an I for independent should be written in a circle next to the LO.
- If a pupil has not achieved the LO then the LO should not be highlighted, instead the teacher must add some written feedback showing what steps the pupil needs to take to achieve the LO. The pupil must be given time to action this feedback. If after support (e.g. through a focus group with the teacher) a pupil then achieves the LO the LO can then be highlighted, but it should be dated by the teacher and an S in a circle written next to it to make it clear that support was given.

### Written feedback:

- Red pen should be used by teachers for written feedback
- Written feedback should be a prompt or a scaffold to indicate the pupils' next step in learning - this should be indicated by an arrow in a circle  (please do not use EBI or Nows and Wows)
- Green Pen should be used by pupils and peers for written feedback and self reflection
- Correct answers in maths, spelling tests or other subjects (e.g. geography, history, RE) should be ticked
- Wrong answers should have a dot placed next to them to indicate that the question/spelling needs to be looked at again. Teachers should not correct wrong answers by writing in the correct answer but instead should use a verbal prompt or a written comment/scaffold to support the pupil to correct their mistake. Time must be given for the pupil to do this.
- If there is a factual error in a written piece of work e.g. a wrong date in history, an incorrect statement in science, an incorrect fact in geography, then the teacher should underline the factual error in red pen and write 'Fact check!' in the margin. Time must then be given for the pupils to 'fact check' their error. If the factual error is common across the whole class teachers should plan in whole class feedback at the beginning of the next lesson so that pupils can correct their errors in green pen.
- Pupils should be taught explicitly how to correct their work by 'fact checking.' Methods of fact checking taught explicitly to pupils should include:
  - using the knowledge organiser
  - using the working wall/display
  - using additional resources from the lesson if appropriate e.g. worksheet, Google classroom, text
  - asking a peer
  - Finally, if all other methods have not worked - asking the teacher

When deciding to use written feedback as a form of feedback teachers should always ask themselves the question 'Will this feedback help the pupil to understand their next steps in learning?' If it doesn't - don't write it! For a summary of symbols to be used in written feedback please see Appendix A.

### Subject specific guidelines:

- In **practical subjects such as DT, Art, music and PE** feedback will almost exclusively be verbal. High quality teaching and clear success criteria for each lesson should mean that at the end of each lesson or a unit of work pupils can always articulate what their next steps in learning are.

- In **English**, the main focus of feedback should be feedback on draft pieces of work that gives the pupils the skills to edit and improve their pieces of written work. Year Teams should consider the most effective and efficient way of doing this 'deep marking', making sure that any written feedback meets the criteria of impactful feedback listed on page 1 of the guidelines.

Completed pieces in **Writing Portfolios** do not need to be marked and LOs do not need to be highlighted. (After a piece of writing is complete in the portfolio teachers should update the writing bands, dating when a statement has been shown independently. When a statement has been seen at least three times across the year in different pieces of writing it can be highlighted as achieved.) Completed writing portfolio pieces should be celebrated, teachers may choose to share work under the visualiser, have pupils perform or read out their work to the whole class, or have pupils share their work with each other in small groups. Teachers may choose to give out 'Star Writer' stickers at the end of the unit, these should go on blazers, rather than in books so that it goes home with the child and can be a conversation starter between the child and the parent about what they did well at school today.

**Correcting spelling in written work:** Pupils who struggle with spelling should only have one focus spelling word (or spelling 'pattern') This word should be chosen because it is a significant word in the context of the unit or it is a high frequency word which is used often. Only when this word or spelling pattern has been truly learned should a pupil be given a new spelling word to focus on. The letters Sp in a circle with the focus word written next to it, should be used to indicate at the bottom of a piece of work what the pupils' focus spelling word is. If a pupil correctly spells their focus spelling word in a later piece of work it can be highlighted in yellow as an indication of their success.







- In **maths** immediate feedback during the lesson is most impactful in addressing misconceptions quickly and effectively, answers to the maths questions should always be available in maths lessons so that pupils can self assess, peer mark or have their work live marked by the teacher. Pupils should never rub out wrong answers (See [Presentation of work Guidance document](#)) and pupils should be given time and support from the teacher, teaching assistant or a peer to enable them to correct wrong answers either in the current lesson or in the following lesson. Teachers have the responsibility to oversee self or peer marking to make sure that it is accurate; inaccurate peer or self marking should be corrected by the teacher.
- In **foundation subjects** the L.O should be highlighted in yellow if it has been achieved. A list of key skills that identify, 'What makes a good historian?' or 'What makes a good geographer?' should be stuck at the front of foundation books and used by the teacher and pupils to help them to identify what their next steps in learning are. A focus spelling word that is specific to the foundation subject can also be given using the same principles as is outlined for written work in English e.g. An appropriate focus spelling word in RE might be 'disciples', in science 'transparent', in history 'civilisation'.

### **Celebrating Pupils Work**

The celebration of pupils' work is not by definition, feedback, as feedback identifies a pupils next steps. Writing "Well Done!" or "Great Work!" in each pupils' book is time consuming and ineffective in moving pupils forward; in view of maintaining a balance in teacher workload, this is not the recommended practice in our school. However, celebrating pupil successes is an important way of affirming them, building self esteem and motivating pupils. Verbal comments recognising and affirming pupils' efforts may not explicitly move a pupil forward in their learning but are an important part of creating a positive learning environment in the classroom. Ways of celebrating pupils' success such as giving

house points (HP in a circle can be written in the book), sharing good work with the class, giving Head Teachers' certificates, giving out award stickers etc.. are an effective way of maintaining a positive learning environment when used appropriately. Stickers, which may be particularly appropriate in EYFS and KS1, should not be put in books, but should go on the pupils jumpers/blazers so that it goes home with the child and can be a conversation starter between the child and the parent about what they did well at school today. Ways of celebrating successes should be consistent across year groups e.g. if Year 3 decide they want to give a special sticker to those pupils who do the best piece of RE work at the end of a unit, or the best Big Writes, all Year 3 classes should do so. Year Leads should make Subject Leads aware if they are implementing specific ways of celebrating successes in their subject area within their year group.

## Appendix A:

	Where would I use it?	Meaning for Pupil
Use of Highlighter	On the L.O To highlight a focus spelling word that has been spelled correctly	You have achieved the L.O You have spelled your focus word correctly
	Written next to L.O	You have achieved the L.O with support
	Written next to L.O for pupils who usually have a I:I	You have achieved the L.O independently
	Written in margin next to focus word or at the bottom of the work with the focus word written next to it	This is your focus spelling word, you should aim to learn it and get it correct in your next pieces of writing
	Usually at the bottom of a piece of work.	Your next step is...
	Usually at the bottom of a piece of work.	You've got a house point!
Fact Check! or 	Written in margin next to the factual error. The factual error should be underlined in red pen.	You need to check this fact and correct it in green pen.

