



CANTRELL PRIMARY AND NURSERY SCHOOL

FEEDBACK POLICY

March 2024

1. The purpose of feedback at Cantrell Primary School is to move learning forward

- The sole purpose of feedback at our school is to further children's learning. At Cantrell, we are clear that the focus of feedback must always be on encouraging pupil progress, and it is not to be used for accountability or monitoring purposes.
- As such, evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- The role of feedback is to improve the learner, not the work. Our aim at Cantrell is that after feedback, children will be able to do better at some point in the future on tasks they have not yet attempted.
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

2. Key Principles

- We recognise the Education Endowment Foundation's recommendation that ensuring teacher autonomy to exercise their evidence-informed professional judgement is likely to prove valuable. We understand and endorse the message from the EEF's report that the principles of effective feedback likely matter more than the methods through which it is delivered. Therefore, our feedback policy deliberately avoids specifying exact methods of delivery or precise timings or frequency for feedback. Our key principles for the delivery of feedback are listed below.
- Feedback should redirect or refocus the learner's actions to achieve a goal. It should be specific, accurate and clear, and should encourage and support further effort.
- The majority of feedback given to pupils at our school is verbal. At Cantrell, we are highly conscious of the workload and opportunity cost associated with lengthy written marking and as a result we suggest our teaching staff use time-efficient methods of feedback to mitigate teacher workload.
- On occasions and where it is appropriate, pupils may receive some form of written feedback. This may include drawings, diagrams, symbols, ticks, modelling correct letter/number formation, spellings and strategies in maths or short written comments (see Appendix 1). Other indications of written feedback in books may be self-assessment by the child, including a RAG rating of the objective where appropriate, or peer assessment using green pen.
- Feedback may be given to the whole class, to specific groups, or just to individuals.
- Feedback should take into account the effort a child has made (being aware of children with SEN or EAL), and every piece of work should be treated with respect.

3. The three stages of feedback





- In their guidance report '*Teacher feedback to improve pupil learning*', the Education Endowment Foundation lists as a fundamental principle of effective feedback: "*deliver appropriately timed feedback, that focuses on moving learning forward*".
- At Cantrell Primary School, feedback typically occurs at one of three common stages in the learning process: immediate feedback (at the point of teaching), summary feedback (at the end of a lesson/task, or the beginning of the next lesson) and review feedback (away from the point of teaching). At Cantrell, we understand that there is little conclusive evidence regarding the timing of feedback, and that both immediate and delayed feedback may be effective. We therefore encourage the decision on timing of feedback to be left to individual teacher judgement, where teaching staff consider the nature of the task, the individual pupil and the entire class when deciding when to provide feedback.
- Immediate feedback (at the point of teaching). Feedback closest to the point of teaching and learning *can* be particularly effective in driving further improvement and learning, especially for younger pupils (as long as

there is appropriate consideration of the task, pupil and the class). Teachers will discuss and model, where appropriate, with red pen to move children on during a lesson.

- Summary feedback (at the end of a lesson/task, or the beginning of the next lesson). This often involves whole groups or classes and provides an opportunity for evaluation of learning in the lesson. For most children, the 'next step' is usually the next lesson.
- Review feedback (away from the point of teaching). New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Our teaching staff do not assume that children have securely learnt material based on evidence drawn close to the point of teaching it. At Cantrell, we understand that feedback must sometimes take place at some distance from the original teaching input when assessing if learning is now secure. Review feedback provides teachers with opportunities for assessment of understanding, and may lead to adaptation of future lessons through planning, grouping or adaptation of tasks. Review feedback may lead to targets being set for pupils' future attention, or immediate action, may lead to specific catch up group work being planned, or may lead to children requiring a targeted planned intervention.

4. The content of feedback

- At Cantrell, we aim for our teaching staff to ensure their feedback is focussed on one of three things: the particular task that a pupil has undertaken; the underlying processes related to a specific subject; or a pupil's self-regulation. We recognise that feedback is less likely to be effective if it provides a general comment about a pupil's characteristics.
- Task-focussed feedback: for example, telling pupils during an ordering task in maths that two items are the wrong way around and they should revisit the order and try again would be providing effective task-focussed feedback. Less effective (person-focussed) feedback would be to say, "I'm surprised you made this mistake – you're normally so good at maths."
- Subject-focussed feedback: for example, telling pupils during a piece of creative writing that they are using too many short, simple sentences and should try and use a range of conjunctions to expand their sentences would be providing effective subject-focussed feedback. Less effective (vague and general) feedback would be to say, "Try and make your writing more interesting."
- Self-regulation-focussed feedback: prompting a pupil to consider why their performance in a recent cricket game was less successful than a previous performance before asking them to use the feedback when practicing would be providing effective self-regulation-focussed feedback. Less effective (person-focussed) feedback would be to say, "You normally play much better than that!"
- Alongside having a clear focus for our feedback, at Cantrell we recognise the huge importance of planning for how pupils will receive and use feedback, using strategies to ensure that pupils will act on the feedback offered. Pupils must be given the opportunities to re-do or re-draft a task, apply subject-specific knowledge and skills to a different task or practice a specific skill in either the same or a different context following feedback.
- The examples below demonstrate how task, subject or self-regulation focussed feedback might look at Cantrell, with opportunities provided in each example for pupils to act on the feedback given.

	Feedback more likely to move learning forward			Less likely
	<p>Task</p>  <p>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</p>	<p>Subject</p>  <p>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</p>	<p>Self-regulation strategies</p>  <p>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</p>	<p>Personal</p>  <p>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</p>
KS1 examples	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	'Great work—you're brilliant at maths!'
KS2 examples	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'

5. Feedback does not exist in isolation; it is rooted in the firm foundations of effective instruction

- In their guidance report '*Teacher feedback to improve pupil learning*', the Education Endowment Foundation lists as its number one fundamental principle of effective feedback: "*ensure teaching is high quality, laying the foundations for effective feedback*".
- At Cantrell Primary School, our teaching staff provide high quality instruction and deliver effective teaching by considering the following key principles in their planning and lesson delivery:
- Teaching staff build on pupils' prior knowledge and experience.
- Teaching staff avoid overloading pupils' working memory by breaking down complex material into smaller steps.
- Teaching staff encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills.
- Teaching staff deliver a carefully-sequenced curriculum which teaches essential concepts, knowledge, skills, and principles.
- Teaching staff use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations.
- Teaching staff are aware of common misconceptions and prepare strategies to counter them.
- Teaching staff plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning.
- Teaching staff adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all.
- Teaching staff provide pupils with tools and strategies to plan, monitor, and evaluate their learning.

6. Monitoring and review

- The governing body is responsible for monitoring the way this feedback policy is implemented.
- The Headteacher is responsible for the day to day organisation of feedback within school and that feedback is given in an appropriate way.
- Subject leaders monitor the way their subject is taught and assessed throughout the school. Feedback should inform future planning, and subject leaders need to be aware of the general progress of teaching methods and feedback throughout school.

Appendix 1: Marking symbols

Marking symbols Foundation Stage	Marking symbols KS1	Marking symbols KS2
AS Adult Support I independent	Sp Spelling mistake ABC Capital letter incorrect P Check punctuation	Sp Spelling mistake ABC Capital letter incorrect P Check punctuation ? Wrong word used / start a new line // start a new paragraph