



Croydon High School GDST Junior School Feedback Policy

Responsibility for review: Deputy Head of Junior School

Last Review: September 2021

Next Review: September 2022

At Croydon High Junior School, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. The core purpose of feedback is to move learning forward. It should encourage pupil progress, rather than being used for accountability or for monitoring purposes.

We are mindful also of the research surrounding effective feedback and the workload implications of written marking. This policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The EEF research 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
- Be given sparingly so that it is meaningful
- Put the onus on pupils to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Feedback can:

- focus on different *content*;
- be delivered using different *methods*;
- be directed to different *people*; and
- be delivered at different *times*.

These four aspects of feedback are expanded in Figure 1.

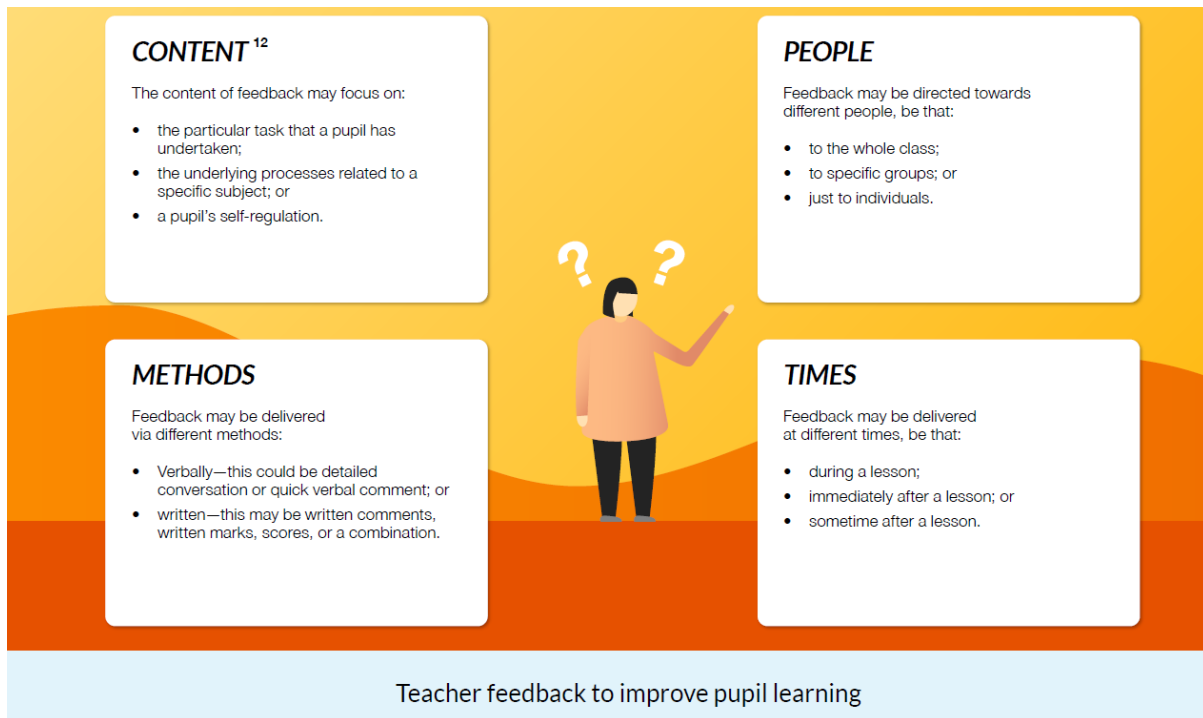


Figure 1
EEF 2021

At Croydon High Junior School, we recognise that before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. (See Junior Assessment policy)

“High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).” EEF 2021

Learning Intentions and Success Criteria:

Establishing and sharing the learning intention provides the teacher and pupil with a shared understanding of the ‘concept of quality’ that they are aiming for. Feedback can then be used to move pupils towards this concept. Every lesson should involve the sharing of the learning intention or aim. In KS2 this forms the title of most pieces of work recorded in books. Success criteria can be used by pupils for self/peer assessment and by teachers to assess the effectiveness of a piece of work. This provides both teachers and pupils with feedback in relation to the learning intention and identifies next steps. All lessons should include an example of what success could look like in relation to the learning intention. Examples could include modelled exemplars, checklists, menus etc.





A Culture of Error

Based on the work of Doug Lemov, at Croydon High Junior School we work to create a culture of error where mistakes are recognised as a key part of the learning process. We believe it is of great importance to establish an atmosphere of safe risk-taking, to show that making mistakes is the norm, and to efface as much self-consciousness as possible in the classroom. This culture involves 3 stages: expecting errors from pupils, withholding answers

and praising risk-taking. At Croydon High Junior School, pupils are compelled to discuss mistakes and enthusiastically search for solutions. Pupils are encouraged to address misconceptions instead of simply being told, “No, that’s wrong”. These [example phrases](#) were created by staff and their use encouraged.

Feedback can focus on different content

Effective feedback should focus on moving learning forward, targeting the task, subject, and self-regulation strategies. The examples given here also demonstrate that pupils need to be given opportunities to act on feedback.

	Feedback more likely to move learning forward			Less likely
	Task	Subject	Self-regulation strategies	Personal
	 <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>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>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>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!’

EEF 2021

Feedback can be delivered at different times and using different methods.

Within all types of feedback, children should be actively involved in the feedback process and respond to any feedback (either verbal or written) in a purple pen. Feedback is only useful if it is acted upon by the child and if teachers provide opportunities for the feedback to be used. Only then will the feedback loop be closed so that pupil learning can progress.

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

1. Immediate feedback – at the point of teaching (live marking)

2. Summary feedback – at the end of a lesson or task
3. Review feedback – away from the point of teaching (including written comments).

Type	What it looks like
Immediate	<ul style="list-style-type: none"> • Takes place in lessons with individuals or small groups – live marking. • Often given verbally to pupils for immediate action. Teachers indicate the error or mistake and pupils correct it in a purple pen. • Includes teachers gathering feedback from teaching, including carpet work, mini whiteboards, starter questions etc. • May involve the use of support staff to provide support or further challenge. • May re-direct the focus of teaching or the task. • May involve pupils identifying mistakes and self-correcting. In KS2 Maths, this may also involve pupils writing an explanation of their error. • May involve pupils self-marking part way through a lesson. • May involve teachers using pupils' work as examples to share misconceptions/celebrate successes.
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity. • Often involves whole groups or classes. • Provides an opportunity for evaluation of learning in the lesson. • May take the form of self or peer assessment against the success criteria. It may include pupils identifying examples of the success criteria in their work. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching. • May involve written comments for pupils to read/respond to. • May involve whole class feedback, followed by editing/reteaching a concept. • May involve pupils correcting errors and editing their work. • It may involve 1:1 or small group conferencing to deliver verbal feedback. • Identifying common errors so you can give review feedback as whole class feedback at the beginning of a future lesson. • Provides teachers with opportunities for assessment of understanding. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. • May lead to targets being set for pupils' future attention or immediate action.

Live Marking

Live marking involves the teacher moving around the room throughout the lesson, reviewing work and giving feedback, only writing in books if necessary. It involves pupils responding to the feedback using a purple pen. It may involve teachers regrouping pupils within the

lesson, working more closely to deliver more specific feedback in relation to the learning intention/success criteria. It may also involve live marking a piece of work as a class against the success criteria.

Written Marking

At Croydon High Junior School, we recognise that there are times when written feedback may be the best way to provide feedback. We do not expect teachers to acknowledge pupils' work with a daily 'tick' or 'stamp'. Instead, all reflections of pupils' work will feed into future lessons and support strategies. This is a learning culture that we believe has the greatest impact on pupil progress. In Mathematics, ticks may be used in the main body of the work to demonstrate correct answers and dots to indicate where corrections need to be made. However, it is important to remember that self-marking by pupils during the lesson is more effective.

The use of codes for written marking can be used by teachers to give timely feedback to pupils.

SP – spelling mistake

// new paragraph needed

P at the start of the line shows missing punctuation on that line

? indicates lack of grammatical sense

Whole Class Feedback

This is used when similar feedback can be given to the whole class: a common misconception or shared next step.

- Whole class feedback is also helpful to model the feedback process and support self- and peer-assessment.
- Marking one piece of pupils' work as a group/class also teaches particular points at the same time.
- Another strategy is to show two pieces of work with the same title and discuss their differences.
- After this, pupils then mark against a checklist (written or oral) of requirements such as features of a genre or a good descriptive sentence.

Feedback to Online Learning

In Years 2 to 6, Google Classroom is used to set work for those accessing 'blended learning' or 'Guided Home Learning' and also for homework. Firefly tasks are used in Year 1. Feedback to online learning can be through written comments, verbal feedback or whole class feedback. Recorded voice notes can also be used.

Feedback on Homework and on Computing Tasks

In Years 2 – 6, homework is set using Google Classroom. In Computing lessons, some work may also be set using this platform. Feedback should be given to pupils about their homework, and this can take many forms. Written comments on Google Classroom can be typed or a voice note recorded. Teachers may wish to give verbal feedback to an individual about their homework or classwork too.

Presentation of Work

It is important that pupils be encouraged to present their work with care, taking into account their ages and abilities. They should be inspired to feel proud of their achievements.

To encourage good presentation these guidelines should be followed:

- All work should be dated. This should be the short date for Maths and long date for all other subjects
- Where appropriate, the learning intention should be written. Sometimes this will be written on the board and sometimes it will be given orally, particularly for younger pupils.
- The use of rubbers should be limited across all key stages and only used if necessary. A simple ruled line through an error followed by the correction is preferable.
- Written work should be completed using cursive writing as early as possible and in blue pen (not ballpoint). A pencil should be used in Maths.
- Pupils should respond to feedback in a purple pen. They may use an * and re-write in a place with more space.
- It is the responsibility of all teachers to reinforce the school English policy and to encourage the development of a fluent cursive handwriting style.
- When answering questions or working from a textbook, the page should be recorded.