



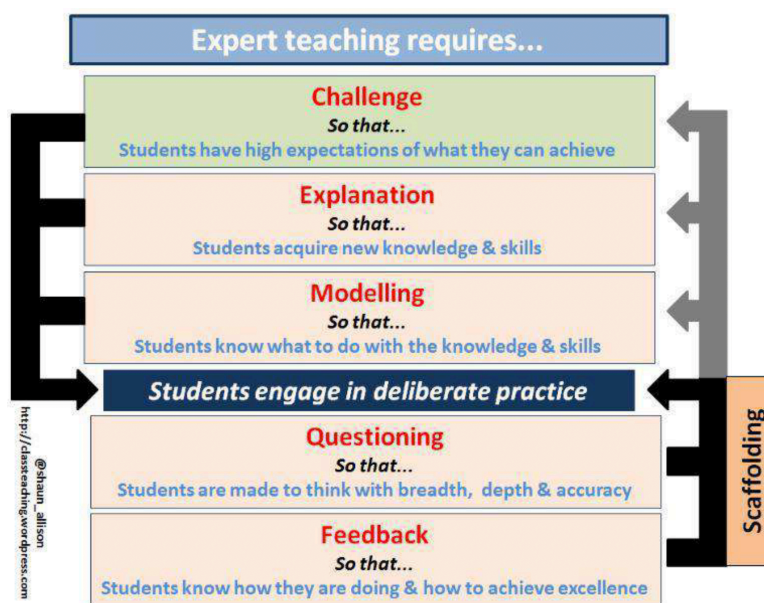
Feedback Policy



The Stour Federation

1. AIMS

In The Stour Federation, we recognise the importance of feedback as an integral part of the teaching and learning cycle, ensuring it strengthens pupil learning while being manageable for staff. We acknowledge that feedback is only successful if pupils actively use it to improve their performance. This policy is informed by evidence-informed best practices, including research from the Education Endowment Foundation (EEF) and cognitive science.



This policy is aligned with our Teaching, Learning and Curriculum policy, elaborating on the feedback section based on *'Making Every Lesson Count: Six principles to support great teaching and learning'*.

2. CORE PRINCIPLES OF EFFECTIVE FEEDBACK

Effective feedback should be:

- Specific, accurate, and clear.
- Meaningful, manageable, and motivating, given sparingly to ensure impact.
- Actionable, providing pupils with opportunities to use it to close learning gaps.
- Focused on motivating and furthering children's learning.
- A process that empowers children to take responsibility for improving their own work, rather than adults doing the 'hard thinking' for them.
- Delivered as early as possible to have the greatest impact, though timing can vary based on the task, individual pupil, and class understanding.

3. THE FEEDBACK FRAMEWORK

Drawing on research, we recognise feedback as a complex and differentiated process that can take many forms with varying effects on student learning. We frame feedback within three perspectives to ensure it comprehensively guides learning:

1. **Feed Up: Clarifying the Goal ("Where am I going?")** This involves ensuring pupils understand the learning goals and success criteria.
 - a. **Strategies include:** Revisiting models or providing fresh ones so children can compare their work and understand the gap. Clearly articulating expectations and criteria before children begin a task can also reduce the need for extensive feedback later.

2. **Feed Back: Understanding Current Performance ("How am I doing?"):** This provides information about a pupil's performance relative to goals or previous status. It alerts teachers to misconceptions.
 - a. **Live Feedback (at the point of teaching):** This is often verbal and given in lessons to individuals, small groups, or the whole class for immediate action. It allows teachers to gather feedback from activities like mini-whiteboards or book work, and adjust teaching or tasks accordingly. Utilising teaching assistants can support this.
 - b. **Summary Feedback (at the end of a lesson/task):** Often involves whole groups or classes, offering an opportunity to evaluate learning through self- or peer-assessment against success criteria. Quiz and test results can also provide this information.
 - c. **Teacher Acknowledgment:** Ensure children feel their work is acknowledged and valued. A "LI swoosh" for every piece of work confirms it has been seen, but stickers, smiley faces and positive comments are important for celebrating success and motivation.

3. **Feed Forward: Guiding Future Action ("Where to next?"):** This explains how to reach the desired next stage of performance based on the current status.
 - a. **Next Lesson Feedforward (particularly for writing):** A significant part of the subsequent lesson will focus on whole-class feedback regarding strengths and areas for development, followed by direct teaching and time for pupils to revise, practise, and improve their work through proofreading and editing. Teachers identify common errors and strong examples to use as teaching points.
 - b. **Reactive Smart Planning:** Information from daily retrieval practice sessions should be used to revisit areas where learning is not secure in subsequent planning. Teachers should plan how and when to incorporate feedback time within sequences of lessons.
 - c. **More Practice:** Sometimes, further practice can be beneficial, allowing children to struggle and deepen their thinking, which supports longer-term retention.

4. STRATEGIES TO SUPPORT EFFECTIVE FEEDBACK

Instead of solely relying on individual written feedback, which can be time-consuming and has limited robust evidence of effectiveness, we employ a range of whole-class and group strategies to maximise efficiency and impact, including:

- **Pupil Responsibility:** The onus is on the learner to check their own work and identify errors. Teachers should model effective checking strategies.
- **Answers:** Providing access to final answers and insisting on showing working out forces pupils to review their own work and consider where they went wrong. Children should not go more than approximately ten minutes without a quick check of answers.
- **Piles:** Organising books by achievement (achieved objective, needs clarification, needs




- further support) helps target specific interventions.
- **Diagnostic Questions:** Multiple-choice questions with carefully chosen incorrect answers (distractors) can reveal specific misconceptions without further discussion.
 - **Visualiser:** An essential tool for formative assessment, allowing teachers to share pupil work (anonymously if needed) for whole-class proofreading, editing, and modelling.
 - **Self-Explanation Effect:** When a pupil's answer differs from the correct one, they are prompted to self-explain, which can repair their mental model or lead them to seek help.
 - **Hypercorrection Effect:** Asking pupils to score their confidence in an answer before marking increases their likelihood of correcting and remembering mistakes for high-confidence errors.
 - **Testing Effect:** Regular retrieval practice and low-stakes testing improve knowledge retention and transfer, and help teachers identify knowledge gaps.
 - **Example Problem Pair:** Teachers model a worked example, then pupils immediately try a similar problem in silence, allowing the teacher to observe and provide targeted support.
 - **Silent Teacher:** Modelling a process in silence, followed by an opportunity for questions, reduces cognitive load and allows for focused observation.
 - **Re-teaching:** Efficiently addresses common misconceptions or knowledge gaps collectively using fresh examples and metaphors.
 - **Revising the Process:** Modelling the improvement process (e.g., rewriting a paragraph) shares strategies children can follow and clarifies goals.

5. A TRUSTING RELATIONSHIP FOR FEEDBACK

Effective feedback relies heavily on the relationship between the adult and the pupil. Teachers need to understand individual pupil needs, and pupils must trust that the adult's feedback is knowledgeable and in their best interest. The ultimate measure of effective feedback is what the pupil does with it. We encourage teachers and teaching assistants to discuss feedback use with pupils and adapt approaches based on their responses.



RECOMMENDED FEEDBACK CODES

CT	Class Teacher support
TA	Teaching Assistant support
	Teacher expectation for this pupil exceeded (purple swoosh).
	Teacher expectation for this pupil achieved (green swoosh).
	Signs of understanding (orange swoosh).
x	Correction needed.
✓	I like this bit.
✓✓	I really like this bit.
✓✓✓	Excellent.
ΛΛΛΛΛΛΛΛ	Choose a more effective word/change word.
G	Grammar error. Find it and put it right.
P	Missing/incorrect punctuation. Find it and put it right.
○	Spelling: Tick, Circle, Fix (circle error).
//	New paragraph needed.

Children write in pencil or blue ink.

Red ink used by pupils to edit, uplevel and correct.

Teachers mark in black ink.

TAs and supply teachers mark in green ink.

Marking and Presentation Expectations

In The Stour Federation, the following are what we believe constitutes effective feedback and responses that move learning forward in a meaningful, realistic and rapid way. They also support clear presentation and demonstrate pride in work, for both children and adults alike.

- There must be a Learning Intention - 'LI: to...' title for every piece of work and the date must be written.
- LIs need to be precise for build up work (when teaching the skills) but can be broader for a final piece of work (e.g. LI: to use and apply the features of a recount) to acknowledge the level of independence.
- When assessing outcomes against the LI, only the letters LI should be swooshed through. LIs must be swooshed on the day the work was set.
- Children should be expected to achieve a **green** swoosh against individual expectations. A **green** swoosh does NOT show EXS and a **purple** swoosh does NOT show GDS.
- Wherever possible, marking should be completed with the children.
- Opportunities for corrections and uplevelling should be given as soon as possible. Children should respond to written marking where appropriate.
- English - children should write the long date on the right (starting from the middle of the page for younger children who find it difficult to judge) and the LI on the line underneath, starting from the left margin. The date and LI should be underlined with a ruler.
- Maths - children should write the short date on the right and the LI on the line underneath, starting from the left margin. The date and LI should be underlined with a ruler. One digit per square please, but NOT one letter per square.
- Maths books should be divided into two columns in Key Stage 2 when using long written methods. Some questions will suit using the whole page.
- Other subjects - children should write the short date on the right and the LI on the line underneath, starting from the left margin. The date and LI should be underlined with a ruler.
- All children should be encouraged to write the LI, although for some children LI stickers or LI slips are more suitable.
- Children should always use a pencil in Maths.
- When using pens, children should always use blue ink - either a handwriting pen or fountain pen.
- Teachers should model the handwriting policy in their marking and modelling.