



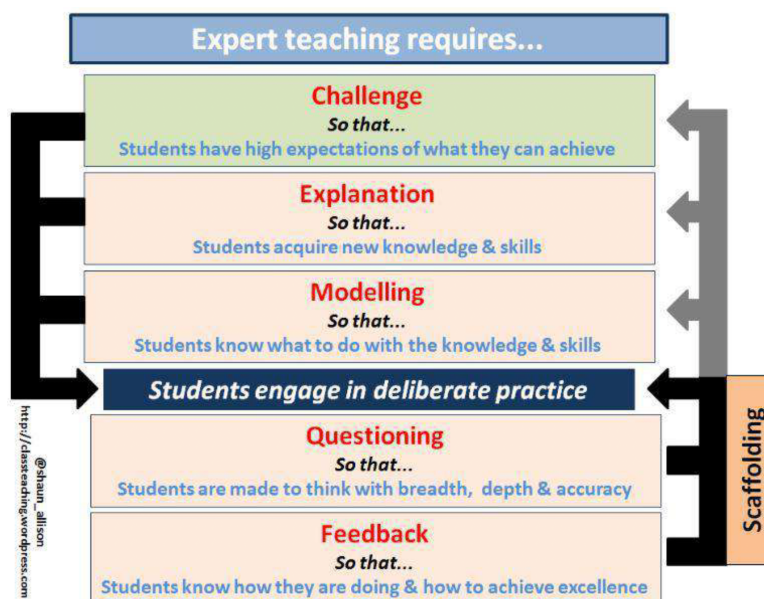
Feedback Policy



The Stour Federation

1. AIMS

In The Stour Federation, we recognise the importance of feedback as the engine room of the teaching and learning cycle, ensuring it strengthens (and leads to adaptations for) 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'*.

Feedback is not merely a correction tool but a vehicle to enhance outcomes and daily joy. By focusing on growth and supportive relationships, we ensure that achieving children are happy and happy children achieve well.

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.
- Framed positively so that errors and misconceptions are celebrated as 'desirable difficulties' or necessary stepping stones in the learning journey.

- A supportive experience that builds a child's cognitive and emotional repertoire, making them more resilient.

Distinguishing Between Errors and Mistakes

To ensure feedback is manageable and promotes pupil independence, staff should distinguish between:

- **Mistakes:** These are "slips" caused by carelessness, distraction, or a failure to check work thoroughly, rather than a lack of knowledge. For example, a child may forget a capital letter even though they have demonstrated they know how to use one.
- **Action:** Pupils are expected to find and correct "mistakes" themselves using self-checking strategies or simple marking codes.
- **Errors (Misconceptions):** These occur when a pupil gives an incorrect response due to a genuine lack of understanding or a deeply rooted misconception. These are often repeated patterns of incorrect work, such as the consistent misuse of a verb tense.
- **Action:** Errors require direct teacher intervention, such as re-teaching, modeling, or providing scaffolded "hints" to help the child arrive at the correct answer.

3. THE FEEDBACK FRAMEWORK

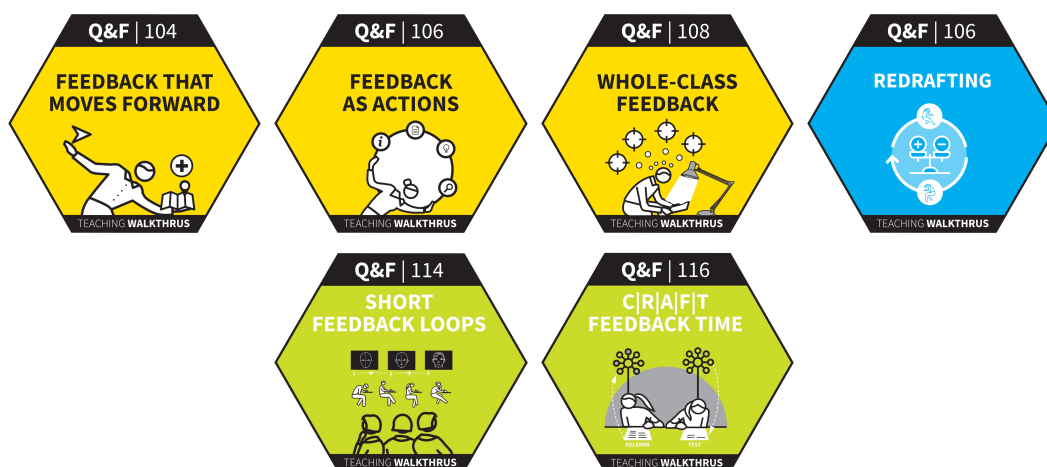
Drawing on research, we recognise feedback as a complex and differentiated process that can take many forms with varying effects on student learning. We frame feedback within three perspectives to ensure it comprehensively guides learning:

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):** To move learning forward effectively, teachers utilise a menu of responsive [Check. Adapt](#) pathways based on evidence from all learners:
 - i. *Many misunderstand, so Pause and Fix:* Re-teach using new examples or analogies, model the thinking step-by-step, or address common misconceptions through diagnostic questioning.
 - ii. *Some are unsure, so Adapt Support:* Add temporary scaffolds (visual aids, checklists), chunk the challenge, or provide immediate verbal prompts.
 - iii. *Most understand, so Extend and Support:* Push for reasoning and explanation, use peer teaching, or build links across topics.
 - b. **Summary Feedback (Assessment as Learning):** Often involves whole groups or classes, offering an opportunity to evaluate learning through self- or peer-assessment. This stage puts children in charge of their own progress, encouraging them to reflect on their learning journey to foster a deeper sense of control and agency."

- c. **Teacher Acknowledgment:** Ensure children feel their work is acknowledged and valued through an active teacher presence. This involves identifying specific individual strengths and using targeted praise to reinforce that a pupil's effort and work are deeply valued, celebrating success to boost 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:



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.

Feedback and Inclusion

We are committed to ensuring that pupils with special educational needs can fulfil their potential

through inclusive feedback practices. To achieve this, staff must recognise that the method of delivery should be adapted to the individual needs of the child.

While live verbal feedback is our primary tool, staff should be mindful that some learners, such as those with autism, may find social interaction or intense eye contact distracting or stressful. For these pupils, the social requirement may hinder their ability to process the actual feedback. In these instances, staff should consider using visual cues, quiet written prompts, or scaffolded hints that allow the child to focus on the learning rather than the interaction.

Feedback for pupils with SEND must be framed in positive, specific language to support those who may struggle with low self-esteem or a fear of failure.

Feedback should provide the necessary support - such as sentence stems, word mats, or simplified "steps to success" - to ensure the child can take responsibility for improving their work without feeling overwhelmed.

Great teachers for pupils with SEND not only plan well but adapt well. They use feedback to proactively remove physical or cognitive barriers to access, ensuring that communication is crystal clear and routines are securely in place."

WHOLE-FEEDBACK NOTES SHEET AND EXAMPLE

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Informing Next Lesson Planning	6Cs in Action

Work to Praise and Share	Need Further Support
<i>Phillip - excellent vocabulary choices.</i> <i>Telemachus - description in opening (show under visualiser)</i> <i>Sophie - great dialogue (show under visualiser)</i>	<i>Paul, Roman, Aquib - Noun/verb agreement is weak. Check through with adult during lesson.</i> <i>Alexa, Olivia - not finished.</i> <i>Josie - absent.</i>
Presentation	Basic Skills Errors
<i>Great!</i> <i>Show Sophie's book - good example of setting out speech and other punctuation placement.</i> <i>Luke, Leia - errors not corrected.</i>	<i>Correct placement of punctuation at the end of direct speech is poor - model next lesson with Sophie's book.</i> <i>Spellings:</i> <i>extraordinary</i> <i>symbol</i> <i>again</i> <i>Teach and check with mini-whiteboards.</i>
Misconceptions and Informing Next Lesson Planning	6Cs in Action
<i>Problems with tense - swapping from past at start to present later, e.g. Roman's book. Reteach.</i> <i>Identify the error work All sentences - The bike skidded to a halt in front of the hotel. A tall man stands up and runs towards me.</i> <i>Sophie, Telemachus and Phillip have no tense errors - further challenge identifying errors in levels of formality.</i>	<i>Impressed by the collaboration and communication in group work: everyone had a voice.</i> <i>Incredibly creative ideas observed in Harry's writing.</i>



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.
o	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.

- For all classes and all subjects, 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.

EEF TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING: CHECK. ADAPT



Education Endowment Foundation

Teacher feedback to improve pupil learning

Check. Adapt

Select from a menu of approaches to move learning forward, responding to pupils' understanding.



Scan to access our guidance on giving effective feedback

Check understanding of all learners

- Most misunderstand, so **pause and fix**
- Some are unsure, so **adapt support**
- Most understand, so **extend and support**

Adapt to move learning forward

Re-teach (not repeat) - Explain differently - Use new examples or analogies - Model the task or your thinking step by step	Address misconceptions - Ask diagnostic questions - Compare or vote on answers - Ask pupils to explain their thinking	Give immediate feedback - Feedback to individuals or groups, verbal or written - Use prompts or cues - Give time to improve
Add or remove scaffolding - Give verbal, visual or written help - Share a checklist or template - Show an example or model	Support understanding - Link to prior knowledge - Use text or images to help memory - Connect to real life examples	Adjust task or challenge - Clarify or chunk challenge - Set one short, clear goal - Guide or model steps to follow
Extend understanding - Ask for reasoning or explanation - Use peer teaching - Build links across topics	Use flexible groupings - Group pupils by skill or understanding - Pair pupils for peer support - Use targeted teaching assistant support	Adapting future lessons - Anticipate pupils' needs - Pre-teach key concepts - Plan for gaps or misconceptions



Education Endowment Foundation

Teacher feedback to improve pupil learning

Check. Adapt

Use this editable template to note down suitable approaches.



Scan to access our guidance on giving effective feedback

Check understanding of all learners

- Most misunderstand, so **pause and fix**
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Adapt to move learning forward

How will I re-teach this differently?	What misconceptions need fixing?	What will I check before moving on?
What scaffold or prompt will help?	How will I support and build understanding?	How will I check it's worked?
How will I extend learning?	How will I support others?	How will I recognise and celebrate secure understanding?