

Hope Hamilton C of E Primary School



Feedback Policy

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Policy Review Date:	January 29	Headteacher: Fiona Brooks	Signature: <i>F Brooks</i>	Date: 06.01.26
Ratified by Governing Body:				
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1. Rationale – defining feedback

Feedback: What Matters (from “Visible Learning Feedback” John Hattie):

‘Feedback is important information about the task that fills a gap between what is understood and what is aimed to be understood. It can lead to increased effort, motivation or engagement...; it can lead to alternative strategies to understand the materials; it can confirm to the student if they are correct or incorrect or how far they have reached to goal; it can indicate that more information is available or needed;... and finally it can lead to restructuring understandings.’

Feedback is information received that helps to shape the next action or response. It can be formal or informal.

Sources of feedback:

- Self
- Peers
- Staff
- Resources e.g. books, exemplars, rubrics, grids

Feedback should help learners answer three questions:

1. What am I trying to achieve?
2. How much progress have I made so far?
3. What should I do next?

2. Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to further children’s learning;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Feedback delivered closest to the point of action is most effective and, as such, feedback delivered in the lesson is often more effective than comments provided at a later date;
- Feedback is provided both to teachers and pupils as part of the assessment process in the classroom and takes many forms other than written comments;
- Feedback is 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.

3. Aims

Within these principles, our aim is to make use of good practice to ensure that children are provided with timely and purposeful feedback that furthers their learning and enables teachers to gather feedback and assessments so they can adjust their teaching both within and across a sequence of lessons. Our core aims for all pupils are:

- To develop a growth mindset in pupils so that they value learning from mistakes and intrinsically seek to receive feedback and act upon it;
- To empower pupils to build student efficacy;
- For pupils to do most of the hard thinking around learning and not to rely on adults.

4. Creating a learning environment for feedback

Our curriculum vision is ‘Love one another as I have loved you’ John 15:12. As such, positive, well-developed relationships underpin everything we do. Feedback is most effective when it is given and received within a culture of high relational trust; this is from adult to adult and between children and adults. Pupil will only reach their full efficacy when relational trust is high and they have ownership over the learning environment and methods of learning. Culture and mindset are key to the success of the feedback.

5. Nature of feedback

Learning objectives describe what learners should know, understand or be able to do by the end of the lesson or series of lessons. Success criteria summarise the key steps or ingredients students need to accomplish the learning objective. They comprise the main things to do, include or focus on. If used correctly, learning objectives and success criteria do not hamper creativity.

Feedback is always linked to learning objectives and carefully planned for within a teaching sequence.

Pupils need to know:

- Where am I going?
- How am I doing?
- Where do I need to go next?

Feedback may be given:

- About a task;
- About the process of a task;
- About learning and self-regulation that enables learners;

Feedback will take place as soon as possible after an activity, and where possible, with the pupil present. Teachers will select the most effective and appropriate feedback strategy for a task or context. The main bulk of teacher feedback in writing needs to come after the first draft and self and peer assessment has been responded to.

Type of Feedback	What It Looks Like	Example
Rubrics	A graduated progression of success criteria to achieve proficiency in one area of learning.	Pupils compare their handwriting with a checklist or 'WAGOLL' (what a good one looks like). Teachers model this process with examples.
Live Marking	Adults marking within a lesson for a single assessment focus.	In independent writing sessions, adults highlight or mark for specific punctuation/features.
Tick Lists/Success Criteria	A co-constructed checklist of requirements for an expected standard of work used by pupils during a task.	Pupils and/or teachers check written work against a success criteria grid then edit and re-draft accordingly.
Conferencing/ Coaching	Small group or individual tutorial session with a teacher/TA with deep discussion and guided improvements.	Teacher works with a small group of similar-ability mathematicians to work through written responses to reasoning problems.
Whole Class Feedback	A planned lesson following scanning of pupils' work with teacher modelling, addressing common misconceptions and directing children to correct their own work.	Whole class feedback type sheets (see appendix 2) completed for writing or mathematics – shared with children and/or used in a planned feedback lesson.
Self/Peer-Marking	Children correct their own work, guided by the teacher.	Pupils receive instant feedback on maths/grammar through marking answers ✓ ✗ and correcting errors.
Self/Peer-Editing and Redrafting	Pupils self-scaffold improving their own work using classroom resources independently.	An expectation that pupils will check and edit spelling, punctuation and coherence in all pieces of work, making use of working walls, words mats etc.

Verbal Feedback	Adults offer prompts and clues, and use targeted questions linked to tight learning intentions.	Mini-plenaries throughout a lesson, or one to one work during independent working time.
Self-Reflection	Pupils provide feedback to their teacher on their learning behaviours and processes.	Written/verbal reflections, linked to metacognitive strategies (how a pupil planned, monitored and evaluated their learning) e.g. glow & grow, ladder of feedback.

To enable feedback to be effective, teachers at Hope Hamilton will:

- Be clear about the learning intention for every lesson and task – this will be separate to the context of the learning;
- Select the most appropriate feedback strategy for the context and point in the teaching sequence;
- Make observations linked to misconceptions and, where useful, keep notes of these;
- Adapt planning accordingly to address the needs of a whole class, group or individuals;
- Provide the appropriate resources to scaffold response to feedback (models, exemplars, rubrics, word mats, key words, working walls etc).

6. **Marking**

Marking is only one aspect of feedback and must not be seen as the most effective method. However, there will be occasions when work completed at Hope Hamilton will be marked.

At our school, all work will be acknowledged in some form by class teachers or teaching assistants. This may be through simple symbols such as ticks or highlighting the Learning Intention and/ or success criteria. All feedback and marking will be in green pen.

In Foundation Stage and Key Stage 1, review marking will only lead to comments for those pupils who are able to read and respond independently or to signpost adults to further the child's learning. Where pupils are unable to read/understand such comments, these are shared verbally with the children at the first available opportunity and the marking code used (see Appendix 1 for marking codes & symbols).

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than provide a written comment. Where a child has achieved the intended outcome and is well prepared for the next stage in learning this need not be written as a comment.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow the children's achievements to be recognised and provide further guidance for future learning. Success criteria will be used to assess a pupil's ability to meet desired outcomes. These may be provided as part of sequence of teaching.

As feedback will be linked to the learning objective, different types of feedback will lend themselves better to different stages of the SOLO taxonomy, which is utilised to ensure challenge across a sequence of learning. Without clear learning objectives and success criteria, it is very difficult to generate high quality, productive feedback.

Verb Guidance for Learning Objectives and Success Criteria (s.c.)

<u>SOLO Stage</u>	<u>Associated Verbs</u>	<u>Type of feedback</u>
One idea	Define Find Identify Label List Match Name Remember	Task and process feedback – encouraging having a go/ confirm on right track/ check s.c
Many ideas	Combine Compare Define Describe Describe the importance of Follow Give similarities and differences Identify List Notice patterns and find exceptions Talk about	
Relational	Analyse Apply Classify Connect Distinguish Explain Explain the cause, effect and significance Give reasons for Organise Rank Relate Share Understand patterns and how the ideas relate to each other	Self-regulation feedback – check misconceptions/ misunderstandings and re-direct/ challenge to move on
Extended abstract	Apply Create Critique Design Evaluate Generalise Hypothesise Justify Perform Prioritise Relate Review Say what you could have done differently Understand Discuss Experiment	

A series of lessons would see the verbs change from top to bottom over time. The timescale depends on the topic and the children.

7. Evaluating Feedback

The quality of feedback will be judged not on what is transmitted, but on what is received and applied.

This policy will be reviewed every three years.

Appendix 1



Hope Hamilton Marking Code

Use	Code	Meaning
labelling level of support	GG	Guided Group
	S	Supported work
	I	Independent work
	Int	Intervention
showing adult input	VF	Verbal Feedback given
feedback prompts to children	highlighted	This has met the LO.
	highlighted	This is not right yet.
	highlighted	This has been changed and is now improved.
	CL	Capital letter missing
	FS	Full stop missing
	drawing of finger 	Finger spaces missing
	hw	handwriting
	sp	Spelling error
	gr	Grammar
	punctuation marks . , ? ! "	These are missing.
	wiggly underlining	This doesn't make sense yet.
	//	paragraphing incorrect
	word circled	Look at this word choice again.

Appendix 2

Whole Class Feedback Example Template

Spellings	Punctuation and Grammar	Presentation	Special Mentions
What went well		Even better if.....	