



Tyndale Primary School

Feedback Policy

Implementation Date: March 2024

Review Date: September 2025

Purpose

At Tyndale, we believe feedback has one main purpose: **improving outcomes for pupils.**

Feedback is an interaction between teacher and pupil: a way of acknowledging pupils' learning, checking the outcomes and making decisions about what teachers and pupils need to do next, with the aim of driving pupil progress and improving outcomes.

Principles

Meaningful:

- Feedback varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work.
- Teachers will be expected to use a variety of feedback strategies that are detailed in this policy to move children forward in their learning.
- Teachers will prioritise 'Feedback in the Moment' using a range of techniques from our Tyndale Playbook.

Motivating:

- An important element of feedback is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress.
- Importantly, it should also help to motivate pupils to make further progress; it should be specific and clearly indicate what they could do to improve or extend their learning.
- Teachers will ensure that they create a culture where feedback is valued. They will use a range of strategies that enable pupils to give and receive feedback from adults or peers, as well as using self-assessment.

Manageable:

- Current research states that immediate feedback given in the moment, during lessons, is the most powerful form of feedback.
- When giving post-lesson feedback, teachers should consider its impact.
- If the time spent does not have a commensurate impact on pupil progress, STOP! Could this time be better invested in preparing future high-quality lessons?

SLT – Feedback is for our pupils, not us!

SLT **will not** expect to see written feedback in every piece of work in every child's book.

SLT **will** expect to see:

- Evidence of 'Feedback in the Moment' through blue pen, green/pink highlights and purple pen
- Whole Class Feedback sheets used consistently and effectively
- Evidence of pupil progress

Strategies

Feedback in the Moment

We believe that live feedback during the lesson, when learning is taking place, has the most impact on children's learning. **Feedback in the moment** is when children are given immediate feedback on their learning by the teacher, TA, or peer and can instantly act upon the feedback. In all lessons, adults should help children to seek, receive and use feedback, teaching children to check their efforts against learning objectives and success criteria and consider exemplars explored during the I Do part of lessons.

Adults should circulate and give immediate feedback to children during the We Do and most importantly You Do parts of lessons using a range of techniques from the 'Responsive Teaching' and 'Learning for Life' sections of The Tyndale Playbook.

Adults should use a **Whole Class Feedback Sheet** within lessons to enable them to provide effective feedback and support.

In all books, **green highlights** should be used to show success and **pink highlights** to suggest where improvements can be made. Children respond to feedback using a **blue pen**.

Fundamental principles for in the moment feedback:

- Encourage challenge and struggle as the norm when in the learning process.
- Point out misconceptions and use them as opportunities for self-correction.
- Make all feedback tasks related to learning objectives and success criteria rather than ego related (how smart they are).
- Don't give feedback too quickly, too often or at the expense of cognitive demand - allow more struggle, climbing out of the pit, and less reliance on it - but know the children.
- Give and encourage feedback which is just right for each child (not too easy, not too challenging).

Post Lesson Feedback

Anything which happens after the lesson has questionable value compared to what happens in the moment. It is our intention to attempt to ease teachers' workload by emphasising that often *less is more* when it comes to post lesson feedback. If 'in the moment' feedback has taken place in the lesson and children have been provided with opportunities to review and improve their work, then a written comment after the lesson is tokenistic and possibly a waste of time. Only leave a comment if it will move the learning forward

Self-Assessment Method

When asking pupils to work independently, they need to know what is expected of them, and how the end result is broken up into smaller steps.

Steps to Success

What specifically does the pupil need to do in order to meet the lesson outcome?

These steps need to be on display or given as a resource for pupils to self-assess against.

Models of Excellence

Pupils will have a clear idea of what 'good' looks like and gain the ability to analyse effectively.

Teachers can pre-plan examples of responses that address common misconceptions so these are nipped. Pupils identify what has been done well and what needs improving.

Valuing Learning

It is also important that the children know that their work has been looked at and that the teachers know the learning that has taken place and any misconceptions that have arisen have been addressed but this can be done in many ways.

Strategies that can be used:

- Providing individualised feedback to children within lessons.
- Checking books for planning purposes and to inform the next lesson.
- Highlights to show their work has been looked at.
- Whole class feedback at the start of a lesson - overview of what went well and how they could improve.
- Misconceptions board - to be worked on until a misconception has been addressed.
- Conferencing with children about their work.
- Modelling fantastic work on the visualiser
- Certificates awarded in Celebration Assemblies
- Rewards/Dojos
- Photocopy the work and put it on display
- A phone call home to say how impressed you are

Subject Specific Guidance

In addition to the above, there is additional guidance on providing feedback within certain subjects.

Maths

- All questions that have a set answer will be marked by the teacher, child or peer within the lesson.
- Highlighters will be used to show children where an error has been made during the lesson or before the start of the next lesson.
- Children correct any errors they have made using a blue pen.
- If children are answering lots of questions incorrectly, they must be identified and receive intervention.

Writing

		Writing Feedback						
Focus within the writing process		Verbal	Self-marking	Brief adult marking	Highlights (green and pink)	In-depth marking & pupil conferencing	Short celebratory comment	Assessment Notes
1	Features of text and immersion in genre	✓	✓	✓	✓			There are 3 opportunities to check and correct pupils' understanding of the features of the text Day 1, 6 and 9
2	Comprehension of content	✓	✓	✓	✓			
3	Vocabulary – short burst	✓	✓	✓	✓			Can children use tier 2 vocabulary in context of the writing but also (verbally) in another context? Can they use tier 3 (if appropriate)?
4	Grammar focus	✓	✓	✓	✓			Are children using the correct grammatical term, can they identify an example of each?
5	Grammar focus - short burst	✓	✓	✓	✓			Can they show they can use the grammatical structure accurately discretely?
6	MPO Plan and SPO, Draft, Revise, repeat	✓		✓	✓			Live marking should be used
7	SPO, Draft, Revise, repeat	✓			✓	✓		
8	SPO, Draft, Revise, repeat	✓			✓	✓		
9	SPO, Draft, Revise, repeat	✓	✓	✓	✓	✓		
10	Edit and Publish	✓			✓	✓	✓	



Feedback

Feedback in the Moment

- **Oral Feedback** provided to children followed by children responding in **blue pen**.



- Successes highlighted in **green**.



- Areas for Improvement highlighted in **pink**.



- **Whole Class Feedback Sheet**



Responding to Feedback

Giving children time to respond to feedback.



Conferencing

1-1 Conferencing to move children forward in their learning.



Written Feedback

If adults feel written feedback is appropriate, this is completed in purple pen.



Visualiser Stop

Used when needed where a child's work is chosen to be discussed against LO/Success Criteria.



Models of Excellence

Shared with children and displayed on working walls which can be referenced to when providing feedback.



Tyndale Playbook

Use of Tyndale Playbook techniques from the Responsive Teaching and Learning for Life sections.



Misconceptions and Errors

Misconceptions and errors are always addressed.



Whole Class Feedback Sheet

Lesson Preparation



Lesson Delivery and Reflection

Responsive Teaching - Formative Assessment

Date	
Subject + Theme	
Title	
	
	
	
WWW	
EBI	
Misconceptions	
Achievements	
Adult Next Steps/Children's Next Steps/Reteach Focus/Gaps	