



**Shirenewton
Primary School**
Ysgol Gynradd Shirenewton
Learning together | Achieving for Life
Dysgu Gyda'n Gilydd | Cyflawni am Oes

Feedback Strategy

January 2025

| | |
|-------------------------|--------------|
| Author | Nick Penn |
| Governing Body Approval | January 2025 |
| Version | |
| Published (Date) | January 2025 |
| Next Review (Date) | January 2027 |

Introduction

This policy ensures a consistent and effective approach to marking and feedback, helping students understand their achievements and areas for improvement, in line with the Curriculum for Wales 2022. The feedback policy is designed around the principles of formative assessment. Most simply, formative assessment means providing teaching that is adaptive to pupils' needs and using evidence about learning to adjust instruction to ensure that learning moves forward. (*William, D (2018), Embedded Formative Assessment (Second Edition), Solution Tree Press, p.52*)

Rationale

At Shirenewton Primary, we prioritise high quality and effective instruction, which reduces the need for extensive feedback. When teaching, the importance of clear explanations, modelling, and scaffolding pupils learning is key. However, we understand that feedback is a crucial element in the learning process. Effective feedback can significantly enhance pupil attainment and achievement.

When teachers seek feedback from pupils, they become aware of what the learner knows, and understands more about them: where they make errors, where they have misconceptions, and when they are not engaged. Feedback helps make learning visible. Pupils need information about how well they are doing and steps to take in order to improve. The success of pupils' next steps in learning depends on effective teacher feedback and also from what they discover about their own learning. Feedback can be written or verbal - the aim of both is to bridge the gap between where they are in their learning, and where they are going. Feedback is instrumental in moving towards next steps in learning.

- Teachers can adapt and tailor learning and teaching to the class, groups of learners or individuals.
- Teachers and pupils can understand and track progress and know next steps in learning.
- Parents/carers can also form a clearer view of expectations and progression.

What Should Teacher Feedback Look like?

Feedback should be a balance of the following throughout a school day / week.

Specific and Clear Feedback: Feedback should be specific, clear, and focused on the task rather than the individual. This helps students understand exactly what they need to improve and how to do it[1].

Actionable Feedback: Effective feedback provides actionable steps that students can take to improve their work. This means giving students clear guidance on what they need to do next[2].

Timely Feedback: The timing of feedback is crucial. Immediate feedback can be very effective, especially for younger students, as it helps them correct mistakes and misconceptions right away[3].

Balanced Feedback: Feedback should balance positive reinforcement with constructive criticism. Highlighting what students did well can boost their confidence, while constructive feedback helps them understand areas for improvement[2].

Student Involvement: Encouraging students to be involved in the feedback process can enhance its effectiveness. This includes self-assessment and peer-assessment, which help students develop critical thinking and self-regulation skills[1].

Consistency: Consistent feedback helps students track their progress over time and understand the expectations. This consistency is key to helping students make continuous improvements[3].

Teacher Adaptation: Teachers should use feedback to adapt their teaching strategies to meet the needs of their students. This helps ensure that teaching is responsive and tailored to individual learning needs[2].

Where Will I See Teacher Feedback?

Content

The content of feedback may focus on:

- The particular task that a pupil has undertaken
- The underlying processes related to a specific subject
- A pupil's self-regulation.

People

Feedback may be directed towards different people

- To the whole class
- To specific groups
- Just to individuals.

Methods

Feedback may be delivered in different ways

- Verbally—this could be detailed conversation or quick verbal comment
- Written—this may be written comments, written marks, scores, or a combination.

Times

Feedback may be delivered at different times

- During a lesson
- Immediately after a lesson
- Sometime after a lesson.

What Does it Look Like at Shirenewton Primary?

The key principles - marking should:

- relate to the 'Nod' (learning objective), and success criteria
- be obvious
- be positive, constructive and inform future planning
- respond to individual learning needs, attainment and ability
- be progressive but consistent throughout the school
- be manageable
- provide pupils with opportunities to demonstrate independence through **resilience, resourcefulness** and **determination** in working towards a goal, opportunities to **reflect** on their work and to be **curious** about ways in which they can assess and improve their own work and that of others

We know our policy is working if:

Success Criteria

- Marking is consistent and progressive (see supporting information)
- Marking informs future planning
- Pupils respond to the feedback both verbal and written and improve their learning accordingly
- It is reflected in the habits of pupils and teachers
 - ✓ Teachers should 'close the gap' using WWW and EBI at least once a week in Literacy books.
 - ✓ Teachers should use 'close the gap' marking strategies at least once a week in Maths books.
 - ✓ Pupil Response: Students should respond to WWW and EBI feedback by making the suggested improvements. Time should be allocated during lessons for this purpose.
 - ✓ 'Conversational' marking is observed in pupils' books. When giving pupils feedback, teachers should take opportunities to write it alongside them and allow pupils the opportunity to respond to the written feedback given.
- All work is marked regularly
 - ✓ English / Maths
 - ✓ Learning journals – celebratory and / or acknowledgement of skills application
 - ✓ Other work - usually consists of ticks and dots (dots for errors) and is associated with closed tasks or exercises. Pupils are encouraged to self-mark where appropriate and work can be marked as a class or in groups. Teachers must check regularly the accuracy of this self-assessment
 - ✓ Each extended piece of writing is marked in detail, using close the gap marking

Welsh Marking Phrases:

| | | | |
|--|------------|-----------------------------------|----------------|
| Ardderchog | Excellent | Ymdrech dda | Good effort |
| Bendigedig | Wonderful | Gwaith ardderchog | Excellent work |
| Gwaith da | Good work | Gwaith bendigedig | Wonderful work |
| Da | Good | Llun hyfryd | Lovely picture |
| Da iawn | Very good | Ysgrifennu da | Good Writing |
| Gwell | Better | Diddorol | Interesting |
| Cynnig da | Good try | Ddoniol | Funny |
| Dal a ti | Keep it up | Llun ysgrifennu | Lovely writing |
| Dw i'n hoffi... Tro nesa... | | I like... Next time... | |

Monitoring:

Marking Colours:

Children:

Write in pencil
or **black** pen.

Teachers & LSAs:

Mark in **red** pen.

Supply Teachers & Students:

Mark in **green** pen.

Self/Peer Assessment:

Mark in **blue** pen.

The SLT will ensure these guidelines are being used consistently throughout the school by sampling marked work using the triple III forms. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. The Curriculum Sub Committee of the Governing body will monitor the implementation of the policy.

Marking Code:

| | |
|------|--|
| ✓ | Correct answer |
| . | Incorrect answer |
| // | New paragraph needed |
| sp | Spelling error (Identified, written correctly and child writes 3 times beneath) |
| Λ | Words omitted |
| ~~~~ | This doesn't make sense. Grammar / syntax error |
| ✓✓ | Excellence and / or learning objective exemplified – written at the end of a piece of work |
| C | Capital letter error (in the margin) |
| P | Punctuation error (in the margin) |
| I | Worked independently. (Assumed) |
| WS | Worked with support |
| 1:1 | Worked 1:1 with an adult(see above) |
| SA | Self-assessed. (should be obvious) |
| PA | Peer-assessed. (should be obvious) |

Close the Gap Feedback Prompts and examples

What Went Well (WWW): Highlight aspects of the work that were done well.

Even Better If (EBI): Provide specific guidance on how the work could be improved.

Scaffolding Prompts: Scaffolding prompts should always relate to the success criteria. Shirley Clarke's scaffolding prompts are useful to guide students in improving their work. These prompts include:

Reminder Prompt: Suitable for pupils who demonstrate excellent knowledge and understanding of the task, this simply reminds the child of what could be improved. Example: "Remember to check your punctuation."

Scaffolded Prompt: Most suitable for children who need more structure than a simple reminder, this prompt provides some support. This can take the form of a question, a directive, or an unfinished sentence. Example: "Add more detail to this part of your story? Include..." (something related to the success criteria). This may be supported by an example prompt or a cloze prompt (see below)

Example Prompt: Very successful with all children, but especially with those who may not have grasped the learning objective, or need further reinforcement, this prompt gives the child a choice of actual words, calculations, or phrases. Example: "Try using a simile here, like 'as brave as a lion'."

Cloze Prompt: As above, but listing options for the pupils to choose. This is also successful when phrased as a hinge question which helps the teacher to assess.

Verbal Feedback

As pupils begin school, verbal feedback takes the following forms

Immediate and Specific: Provide feedback during the activity to address misconceptions right away.

Positive Reinforcement: Focus on what the child did well to build confidence.

Simple Language: Use age-appropriate language to ensure understanding.

Examples:

"Great job counting to 10! Try counting to 20 next"

"I love how you used your finger to point to the things you were counting. Next time, try to do this for all the objects."

As they move through school, as well as the approaches described above, the complexity of language and expectations progresses, they will experience:

Detailed and Constructive: Offer more detailed feedback that includes specific areas for improvement.

Encouragement: Motivate students to keep trying and improving,

Interactive: Engage students in a dialogue about their work, helping them with their next steps

Examples:

"Your story has a great beginning. Add more details about what happens next"

"You did well on the addition problems. Let's look at the subtraction problems together and see where you might have gone wrong."

By the time pupils reach the Progression Step 3, as well as the approaches described above, the complexity of language and expectations progresses, verbal feedback has become

Analytical and Reflective: Encourage students to think critically about their work and identify areas for improvement.

Goal-Oriented: Help students set specific goals for their next steps.

Collaborative: Work with students to develop strategies for improvement.

Examples:

"Your persuasive writing has a strong argument. How can you support it with more evidence?" "You've made good progress in applying your maths skills. What strategies can you use to tackle more challenging problems?"

Supporting Information for Policy Implementation

Written Feedback ('Marking')

It is important to acknowledge a central challenge associated with the delivery of teacher feedback: workload. Feedback, and particularly some forms of written feedback, continue to take up a large amount of teacher time, limiting the time teachers can give to other tasks and often with a negative impact on their wellbeing. Not all written pieces of learning can be quality marked. Teachers will make professional judgements on which pieces of learning are given detailed attention with quality marking.

The emphasis in marking should be against the successes towards the learning objective / success criteria and improvement needs of the pupil.

When giving pupils feedback, teachers should take opportunities to write it alongside them and allow pupils the opportunity to respond to the written feedback given.

Summative Marking

This usually consists of ticks and dots (dots for errors) and is associated with closed tasks or exercises. Children are encouraged to self-mark, *where appropriate*, and work can be marked as a class or in groups.

Extended pieces of writing across the curriculum should be quality marked using 'Close the Gap principles (see below). At Shirenewton, some of our marking will follow 'Closing the gap' principles.

Closing the Gap Marking

Closing the Gap marking is a feedback strategy used in education to help students bridge the gap between their current performance and their desired learning goals. It involves providing specific, actionable feedback that guides students on how to improve their work.

Benefits of Closing the Gap Marking

Closing the gap marking is important for several reasons, all of which contribute to more effective teaching and learning. Here are some key points:

Identifies Specific Areas for Improvement

Why: It helps teachers pinpoint exactly where students are struggling.

How: By providing targeted feedback, teachers can address specific misconceptions or errors, helping students understand what they need to work on.

Promotes Student Engagement

Why: When students receive clear, actionable feedback, they are more likely to engage with their learning.

How: Students can see their progress and understand the steps they need to take to improve, which motivates them to take an active role in their education.

Supports Differentiated Instruction

Why: Every student has unique learning needs and paces.

How: "Closing the gap" marking allows teachers to tailor their instruction to meet the individual needs of each student, providing more personalized support.

Encourages Reflective Learning

Why: Reflective learning helps students develop critical thinking and self-assessment skills.

How: By reflecting on their feedback and making improvements, students learn to evaluate their own work and identify areas for growth.

Builds Confidence and Resilience

Why: Constructive feedback helps build students' confidence and resilience.

How: When students see that they can improve through effort and persistence, they develop a growth mindset and are more likely to persevere through challenges.

Enhances Teacher-Student Communication

Why: Effective feedback fosters better communication between teachers and students.

How: It creates a dialogue where students feel comfortable asking questions and seeking clarification, leading to a more supportive learning environment.

Improves Academic Outcomes

Why: Targeted feedback has been shown to improve academic performance.

How: By addressing specific gaps in knowledge and skills, students can make more significant progress and achieve better results.

Aligns with Educational Research

Why: Research, including findings from the Education Endowment Foundation, supports the effectiveness of targeted feedback.

How: Studies show that feedback is one of the most impactful strategies for improving student learning outcomes.

At Shirenewton Primary, the 'Closing the Gap' approach is progressive, and will look different for pupils as they move through the progression steps. These differences are detailed in Appendix B.

By focusing on 'closing the gap,' teachers can provide meaningful, actionable feedback that helps students improve and succeed.

Verbal Feedback

Verbal feedback is the process of providing spoken guidance to pupils about their work and behaviour. It is an immediate and interactive form of feedback that helps students understand their strengths and areas for improvement. Verbal feedback is a powerful tool for teachers and pupils, helping to create a supportive and effective learning environment.

Benefits of Verbal Feedback

Enhances Understanding:

Students can immediately ask questions and seek clarification, leading to a better understanding of the feedback.

Builds Relationships:

Regular verbal feedback helps build strong, supportive relationships between teachers and students.

Encourages Engagement:

Interactive feedback keeps students engaged and involved in their learning process.

Supports Differentiation:

Teachers can adapt their feedback to meet the diverse needs of their students, providing more personalized support.

As our approach to written feedback (Marking) is progressive through the school, so is our approach to verbal feedback. More detail is contained in the Appendix C

References

[1] [Feedback | EEF - Education Endowment Foundation](#)

[2] [Teacher Feedback to Improve Pupil Learning | EEF](#)

[3] [Education Endowment Foundation: Evidence review on feedback approaches ...](#)