



Hunsley Primary

Feedback Policy

Version 1.ii

This policy is applicable to Hunsley Primary

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Feedback Policy

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Policy Statement

This policy outlines the principles underpinning Feedback as part of high-quality teaching and learning at Hunsley Primary.

1. Purpose and Scope

This policy sets out the key principles which should be used as a basis for giving teacher feedback in order to improve learning for all children. This Policy does not set out prescriptive methods or expectations of how feedback should be given and does not set out a single methodology for teachers to uphold.

‘Wider research shows that feedback can be one of the most powerful levers teachers have to improve learning.’ (Education Endowment Foundation – EEF- 2021)¹

As a school, we recognise the importance of thinking beyond the *type* of feedback – for example whether it is written or spoken – to understanding the *principles* underpinning *effective* feedback that impacts positively on learning and enables a child to progress.

In line with the findings of peer-reviewed, educational research, such as that of the EEF included here in the Appendix, it is the school’s ethos that our Policy guidance on Feedback remains evidence-informed and supports a suite of high-quality teaching strategies planned by teachers themselves to meet the specific learning needs of all of their pupils.

We also recognise the importance of feedback and assessment as elements of our curriculum running from Reception through to Year 6. How learning is delivered, assessed and planned for and how feedback is given, including when it will be delivered and how it shall be received, must be planned for itself. This can only effectively be done by a teacher who knows their class and uses their professional skills to make appropriate feedback judgements for all of their children.

Feedback and assessment are integral to curriculum. It is therefore also an important part of this Policy to ensure that teachers are able to work together across the year group teams to support curriculum progression, moderation and practice-development through coaching and peer-review.

The purpose of this policy is as follows:

- to support teaching staff to lay strong foundations for learning through proven principles underpinning effective feedback;
- to support and develop all classroom staff in planning and delivering the most appropriate and effective provision for every child;
- to support the delivery of an inclusive and ambitious curriculum to all children

The scope of this policy is as follows:

The Policy is not intended to be prescriptive in method, and presents instead a set of principles to support teaching staff to make effective decisions about the classes they teach and how best to give Feedback for progress. It must be supported by high-quality professional development and training to enable staff to access and develop strategies which will work to benefit all pupils. The Policy signifies a change in approach to Feedback and marking as was, in line with the evidence-based effective practice shared by agencies such as the Education Endowment Foundation, Ofsted and the Chartered College of Teaching. It sits alongside other key school policies and procedure, most significantly those concerning Assessment, Curriculum and Teaching & Learning and The Education Alliance (TEAL) Teaching Charter.

¹ EEF publishes new guidance report – ‘Teacher Feedback to Improve Learning’ – available [here](#)

The Policy applies to all members of Hunsley Primary staff concerned with teaching and learning and also links to the ways we work in critical collaboration with partners beyond the school. Hunsley Primary leaders have identified the benefits of partnership working in ensuring accurate, moderated assessment. The assessment processes ongoing in the school will be supported by 'external' and partnership moderation throughout the cycle. The Policy also sets down the ways in which this professional expertise will be employed, to ensure that assessment of children's learning is standardised and the curriculum is appropriately aspirational.

2. Roles and Responsibilities

Teachers

- Teachers are responsible for giving effective feedback based on assessment to their class. Formative assessment is at the very foundation of high-quality teacher planning and delivery on a daily basis. Careful, timely assessment is one strand of the teacher's toolkit for planning next steps in the curriculum.
- Teachers are responsible for using proven, effective techniques and inclusive strategies arising from academic research to guide how and when they deliver feedback, keeping it focused on ensuring all children can move forward in their learning and are given aspirational next steps.
- Teachers are also responsible for planning how their children receive feedback, training pupils to understand, use and respond to feedback by reflecting upon and improving their work. Teachers again are responsible for helping pupils to self-assess and give peer-to-peer feedback.

School Leaders

- School leaders are responsible for creating a climate in which the principles of effective feedback are valued and shared, which includes promoting the importance of professional autonomy, in supporting teachers to make appropriate judgements about how best to carry out formative assessment and give feedback.
- School leaders should work closely with teaching staff on inclusive and ambitious next steps for children and groups, monitoring progress towards these and supporting teachers to address areas of need.
- Leaders are also responsible for ensuring that appropriate opportunities for professional research, development and training are planned over time and available to staff to enable high-quality, informed teaching and feedback to take place.
- Leaders must plan out timely opportunities for in-school and externally-supported moderation, involving all staff with a selection of colleagues, partner schools, School Improvement Partners and the Local Authority to support teaching staff in making accurate and useful summative assessment judgements, to ensure all children have an opportunity to make best progress.
- School leaders are responsible for ensuring teaching staff can learn from effective practices and worked examples, including examples of time-efficient methods for giving valuable feedback, so that teachers are able to make informed choices, carry out their professional role and maintain a positive, effective workload balance.

Pupils

- In line with their age and stage of development, pupils are responsible for being ready to learn and listen to teacher feedback and, as they progress through the Key Stages, for responding appropriately to feedback.
- Pupils are responsible for engaging in thoughtful, supportive and co-operative peer-to-peer feedback, under the direction of their teacher.

Parents and Carers

- Parents are responsible for supporting teaching and learning at school through the Parent / Carer Home-School Agreement as outlined in the Journal.
- Parents are responsible for working with school to support their children to make best use of the Progress Report feedback sent home, which includes targets and next steps, and the feedback given during consultations and Progress Events.

3. Inclusion, Equality and Diversity

Hunsley Primary is committed to:

- Promoting equality, inclusion and diversity in its policies, procedures and guidelines
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged.

4. Vision, Values and Ethos

Vision: Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners.

Values: Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the

highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses or professions for all children.

Ethos: Our Teaching and Learning Rationale

Engagement, Enjoyment, Discovery, Reflection, Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- Real learning themes and deep-thinking investigations, which prepare our pupils for 21st Century living and engage them in learning with enjoyment and passion
- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development
- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

5. Definitions

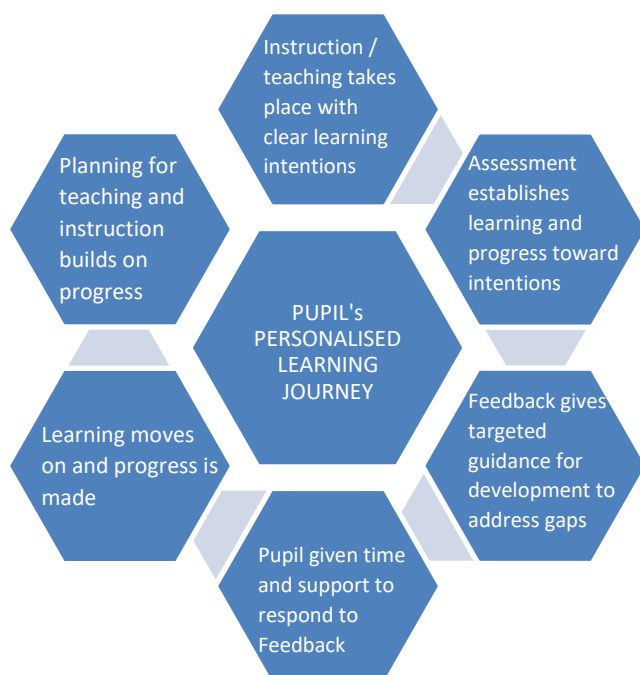
Feedback:

*'Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers).'*¹

Feedback is not an isolated act or thing with one singular exemplification or model. Instead, it exists as part of a process or toolkit used in teaching and instruction to move learning on. It will therefore be part of a loop or cycle which also includes planning, resourcing and delivery of instruction itself.

¹ EEF Feedback Evidence Summary. Found here: [Feedback | Toolkit Strand | Education Endowment Foundation | EEF](#) (First accessed on 12-08-21)

Fig. 1 A cycle of learning, including Feedback



The kinds of feedback given, and when, are relative to the age, stage or phase of school development within which the teaching is taking place and should be based on professional judgements made by the teacher which are in turn based on evidence-based professional development.

Feedback should be informed by ongoing assessment (both formative and summative), so that it links closely to a pupil's learning progression through the curriculum.

Formative Assessment (TES¹)

'Formative assessment, also known as assessment **for** learning, is a method of assessing pupils while learning is happening rather than at the end of a topic or sequence of lessons (summative assessment). Formative assessment can be conducted through a variety of methods, such as targeted questioning, exit questions and recap starter activities, or peer and self-assessment that promotes reflection and the sharing of knowledge.

'Owing to the focus on continuous assessment, teachers can use the findings to build a picture of a class and groups of key students' understanding and progress. Timely intervention... can then take place... Formative assessment is also useful for building students' metacognitive awareness of how they learn and what they need to work on, which promotes greater responsibility and independence when it comes to learning.'

Summative Assessment

Assessment **of** Learning (AoL), or 'summative assessment', focuses on assessing a child's learning at the end of a given period, such as a unit of work a term or a year. The emphasis is on measuring a child's progress at that given point towards curriculum objectives.

Principles of Effective Feedback

¹ [What is formative assessment? A definition](#) (First accessed 12-09-21)

Although there are worked examples and suggestions for approaches within the material and research which has unpinned this Policy, it is key to state that a teacher should make the professional judgement about when, how and why to give feedback, and how this is to be used by the pupils. It should always be based on sound, research-proven, effective principles, such as those detailed in the reports of the EEF (2021), contained in the Appendix. Below are some key principles to be considered when planning and giving feedback:

- Feedback should be provided to move learning forward or deepen learning and as such should be diagnostic and targeted, focused on the task, the skill, the subject or self-regulation, as opposed to the learner's own personal characteristics
e.g.
'Effective feedback may be:
 - *telling pupils during an ordering task in mathematics that two items are the wrong way around and they should revisit the order and try again (task-focused feedback);*
 - *explaining the need for more quotations to be used during practice of GCSE English questions and providing opportunity for pupils to try this (subject-focused feedback); and*
 - *prompting a pupil to consider why their performance in a recent cricket game was less successful than a previous performance before asking them to use the feedback when practicing (self-regulation-focused feedback).'*¹
- A range of assessment tools might be used to enable feedback to be given, e.g. teacher, self- and peer-led assessment
- Feedback on pupils' learning should be linked to clear criteria or intentions that have been shared with pupils; for example, the use of a checklist which details the curriculum learning intentions for a specific subject.
- Feedback should aim to close gaps of understanding or learning
- Feedback should provide a positive model to pupils on how to deliver peer feedback of their own
- Feedback should enable and encourage independent learning and problem-solving
- Feedback should encourage reflection, resilience, challenge and risk taking in learning and ensure that pupils can act on it, for example, by
e.g.
 - *discussing the purpose of feedback. The key is to emphasise that feedback is provided because the teacher has high standards and fully believes pupils can meet them, rather than to be critical;*
 - *modelling the use of feedback;*
 - *providing clear, concise, and focused feedback (sometimes less is more!); and*
 - *ensuring pupils understand the feedback given.*²
- There should be opportunities included in the process of giving feedback to encourage revision or re-drafting of work as well as deepening of understanding through reflection and 'Next Steps' or 'Ways Forward', for example through group discussion, self-correction or 'Edit and Improve' activity,

¹ EEF - Teacher feedback to improve pupil learning—Senior leader implementation pack. Page 4, 2021

³ Ibid.

e.g. a 'Red Pen' self-edit or correction activity completed by a pupil, either independently or alongside their teacher or peer

7. Monitoring the effectiveness of the policy

Monitoring processes for self-evaluation are carried out by school leaders in line with the Trust Primary Quality Assurance (QA) processes.

The implementation of recommendations and approaches based on the principles included in this Policy and also in the materials and publications which underpin this Policy, should be monitored and supported to ensure that successful application of the principles is possible and achievable for all staff.

8. Review

This policy will be reviewed within 3 years of the date of implementation.

Appendix

- a) Link to EEF: [Teacher Feedback to Improve Pupil Learning – Full Report](#)
- b) Link to EEF: [What might the content of effective feedback look like in a classroom](#)
- c) Link to EEF: [Feedback Vignettes](#)
- d) Link to EEF: [Summary Poster of Feedback Recommendations](#)

- e) Ron Berger: Link to [Austin's Butterfly](#)

As with Ron Berger's instruction on the value of critique and feedback when drafting and re-drafting for success in 'Austin's Butterfly', we can teach children to use these three guidelines:

- Be thoughtful
- Be selective
- Be precise

f) Strategies and Suggestions for Written Feedback

Written feedback, where used, should first and foremost incorporate the principles of effective Feedback and be part of the cycle of assessment for learning and high-quality instruction. Where used, it should therefore inform the pupil/s of next steps needed to make progress in learning.

Written feedback, where provided by the teacher, should be in a form appropriate for the pupil and should not 'cost' the teacher disproportionately in time compared to the usefulness of the feedback given.

Where using written feedback, which does have its value if used in tandem with the guiding principles, the key is to really consider carefully when is most appropriate for written comments to be offered, making sure the comments contain specific and useful feedback and that a teacher is monitoring the amount of time taken to produce them.

To keep written feedback useful and focused on the criteria or intention of the task or activity, it could be given as a question or instruction in the form of an action or target, e.g.

- **T – Target:** one area relating to the learning objectives where the success criteria have not met
- **Q – Question:** these may be used to encourage further pupil reflection, deepen understanding The pupil must be given time to answer the question.

When feedback is given, either verbal or written, it is imperative to plan time for pupils to reflect upon feedback. Pupils should be given regular opportunities to assess their own and their peers' work, and have their judgements qualified by the teacher too.

Teachers should record and track pupil assessment for learning and progress in a way that is useful to the purposes of the teacher themselves, for example to inform planning, moderation activities or as a basis for feedback conversations to parents / carers.

The following is a list of possible strategies which a teacher might use to give manageable, targeted and effective written feedback:

1) Coded Marking: e.g.

Sp	spelling error
P	punctuation error
C	capital letter has been missed or used incorrectly
//	new paragraph needed
?	sentence / answer does not make clear sense
^	indicates missing word
N	numerical error
SI	Non-standard English (Slang)
T	incorrect tense
Syn	incorrect sentence structure (syntax)
Circle	indicates an incorrect word (e.g. homophone) has been used

1) Live Marking:

This might involve the use of a worked example, marked by the teacher in front of a class or group, using a smartboard, visualiser or an example cast from a pupil's device, e.g. iPad to encourage pupils to use similar strategies when self-editing.

It might also involve quick-check marking of answers, either by the teacher or by a peer, where a tick would very specifically signal a correct answer and a dot might signify an answer for the pupil to check again.

2) Highlighter Marking:

This might be used in short, targeted marking bursts to help pupils see what has been done well and what needs further attention, to correspond with Challenge Checklist criteria shared in class, e.g.

Green – Green for growth


Pink – In the Pink

Blue – Into the Blue


g) Feedback for improvement of Cross-curricular Oracy and Literacy

To encourage improvement of accuracy in 'literacy' across the curriculum, both in oral and written expression, teaching staff will use their professional judgement to decide when to give feedback or correction on aspects of literacy and oracy across the curriculum beyond English lessons. It is important for teachers to model and encourage appropriate handwriting, oracy and literacy in day-to-day teaching. Feedback on accuracy of cross-curricular literacy and oracy might reflect targeted assessment of pupils' individual work or might be offered more broadly in group or class sessions.

THE TEACHING CHARTER




The purpose of The Education Alliance is to make great schools and happier, stronger communities so that people have better lives.
 We ask all teachers to make a professional commitment to become the best teachers they can be, using evidence-informed approaches and our own experience of what works in our context.
 Our Teaching Charter exemplifies what effective teaching looks like in our trust. There is no prescriptive order or set number of strategies that should be seen in any given lesson.
 Effective teaching within TEAL involves using a range of the strategies from each strand across a sequence of lessons.



INSTRUCTION

This strand covers how we explain the content of our curriculum.


- ▶ We plan and provide clear, structured guidance, ensuring pupils understand key concepts and have sufficient knowledge to draw upon before practising independently.
- ▶ We embrace the individuality of each subject, ensuring our teaching is relevant to the bigger picture, developing meaningful links within and between disciplines.
- ▶ We explicitly teach literacy in all subject areas by teaching pupils what reading, writing and oracy looks like in each discipline.
- AT** We present content in a way that manages cognitive load to aid pupils' understanding.
- AT** We carefully plan high-quality explanations to address common misconceptions, utilising opportunities to respond to them.
- AT** We teach to the top by explaining high level concepts so that all pupils have the opportunity to reach their potential.
- AT** We use our knowledge of our pupils, and work in close partnership with teaching assistants, to scaffold our teaching so that all pupils receive appropriate support.
- AT** We use our understanding of metacognition to model new processes and ideas to our pupils.



ASSESSMENT

This strand covers how we gather/interpret information on pupils' understanding and how this informs our teaching.

- ▶ We use our feedback to show pupils that their work is valued and to build intrinsic motivation.
- ▶ We choose relevant pieces of work to assess to ensure our feedback is meaningful and is part of a continuous process of improvement.
- AT** We use a range of strategies to check pupils' prior knowledge and understanding of key concepts, including effective questioning and 'show-me' activities.
- AT** We ensure pupils have the depth of knowledge and are well prepared to practise independently, using effective questioning and 'show-me' activities.
- AT** We utilise opportunities to give immediate feedback within a lesson, enabling pupils to respond to and action the feedback.
- AT** We teach pupils how to make effective use of different forms of feedback, helping them to improve their performance.
- AT** We use our assessment of pupils' knowledge to adapt our teaching accordingly, both within and between lessons.



PRACTICE

This strand covers how we enable pupils to embed learning into their long-term memory.

- ▶ We start every lesson with an opportunity for pupils to prepare for learning through an effective starter activity.
- ▶ We support pupils to recall facts and key concepts from memory to enhance their learning.
- ▶ We ensure pupils are supported to practise independently by setting the conditions and expectations for pupils to apply learning.
- AT** We plan for structured and purposeful paired or group work, supporting effective pupil talk.
- AT** We provide the necessary scaffolds, learning aids and guidance (which may include working with teaching assistants) to enable effective pupil practice.
- AT** We carefully monitor the impact of practice to ensure learning is purposeful and no time is wasted, reinforcing high expectations and re-modelling when necessary.

AT Statements flag opportunities for effective adaptive teaching. Through adaptive teaching we are responsive and effective in meeting the diverse needs of all pupils.

PROFESSIONAL COMMITMENT

This strand covers the professional behaviours we would wish all teachers to exhibit as part of their professional obligation to become the best teacher they can be.

- ▶ We engage with research findings and CPD, valuing learning for ourselves as much as for our pupils.
- ▶ We regularly reflect on our own practice.
- ▶ We enhance our domain-specific knowledge.

- ▶ We model optimistic and aspirational behaviours, both inside and outside of the classroom.
- ▶ We contribute to collaborative approaches to reduce duplication of effort and share expertise across our schools.

THE TEACHING CHARTER



Below you can find a selection of high-impact classroom strategies that have been organised into our three strands.



STRATEGIES FOR INSTRUCTION

- ▼ Direct Instruction
- ▼ Linking learning to the bigger curriculum picture
- ▼ Introducing domain specific vocabulary
- ▼ Oracy (modelling correct use of domain specific language)
- AT** Adapting language
- AT** Sequencing (organising content)
- AT** Modelling and re-modelling (e.g. live, verbal, think aloud, recorded demonstrations)
- AT** Dual coding
- AT** Chunking
- AT** Planning for and responding to misconceptions
- AT** Examples and non-examples
- AT** Visual aids and diagrams
- AT** Story maps and working walls
- AT** Shared or modelled writing/thinking/planning/method



STRATEGIES FOR ASSESSMENT

- ▼ Multiple choice questioning
- ▼ Retrieval and recall
- ▼ Mini plenaries
- ▼ Exit tickets
- ▼ Quizzes
- ▼ Summary of learning
- ▼ Coded Feedback
- ▼ Symbols/literacy codes/marks
- AT** Teacher circulation of learning space
- AT** Probing questioning
- AT** Cold-call and no opt out
- AT** Hinge questioning
- AT** Mini-whiteboards to check and respond to pupils' understanding
- AT** 'Show-me' routines (e.g. fingers and thumbs/RAG cards)
- AT** Peer assessment
- AT** Self assessment
- AT** Show-call
- AT** Success Criteria
- AT** Verbal feedback
- AT** Written Feedback
- AT** Live marking
- AT** Whole class feedback



STRATEGIES FOR PRACTICE

- ▼ Starter activity
- ▼ Think - Pair - Share
- ▼ Spaced practice and interleaving
- ▼ Paired talk/discussion groups/debates
- ▼ Independent research
- ▼ Independent reading
- ▼ Practicals
- ▼ Carousels
- ▼ Problem-solving
- ▼ Sorting
- ▼ Gap-fills
- ▼ Edit and draft
- ▼ Retrieval and recall
- AT** Prompts and sentence starters
- AT** Metacognitive questioning
- AT** Probing questioning
- AT** Mini-whiteboards to attempt, plan and draft
- AT** I Do - We do - You do
- AT** Seating plans and groupings
- AT** Manipulatives
- AT** Checklists/success criteria

AT Strategies flag opportunities for effective adaptive teaching. Through adaptive teaching we are responsive and effective in meeting the diverse needs of all pupils.