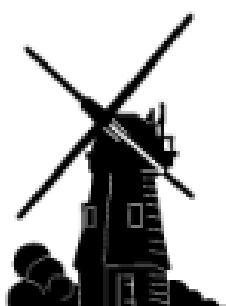




Stapleford Community  
Primary School

**A SCHOOL THAT CARES**

Curiosity . Ambition . Resilience. Excellence



# Stapleford Community Primary School and Nursery

## Feedback Strategy



ANGLIAN LEARNING

# Feedback Strategy

*“The most effective feedback is just feedback that our students actually use in improving their learning” (William and Leahy 2015)*

## Aims

Our aim at Stapleford Community Primary School is to ensure that all children receive feedback in such a way that it improves their learning, develops self-confidence, raises self-esteem and provides age or need related opportunities for self-assessment. Our aim is to use feedback as a formative, ongoing assessment tool to evaluate progress toward learning objectives and success criteria, promote continuous improvement by encouraging children to build on previous work, foster dialogue that supports progression, and ensure consistent, clear expectations through both verbal and written feedback.

## Rationale

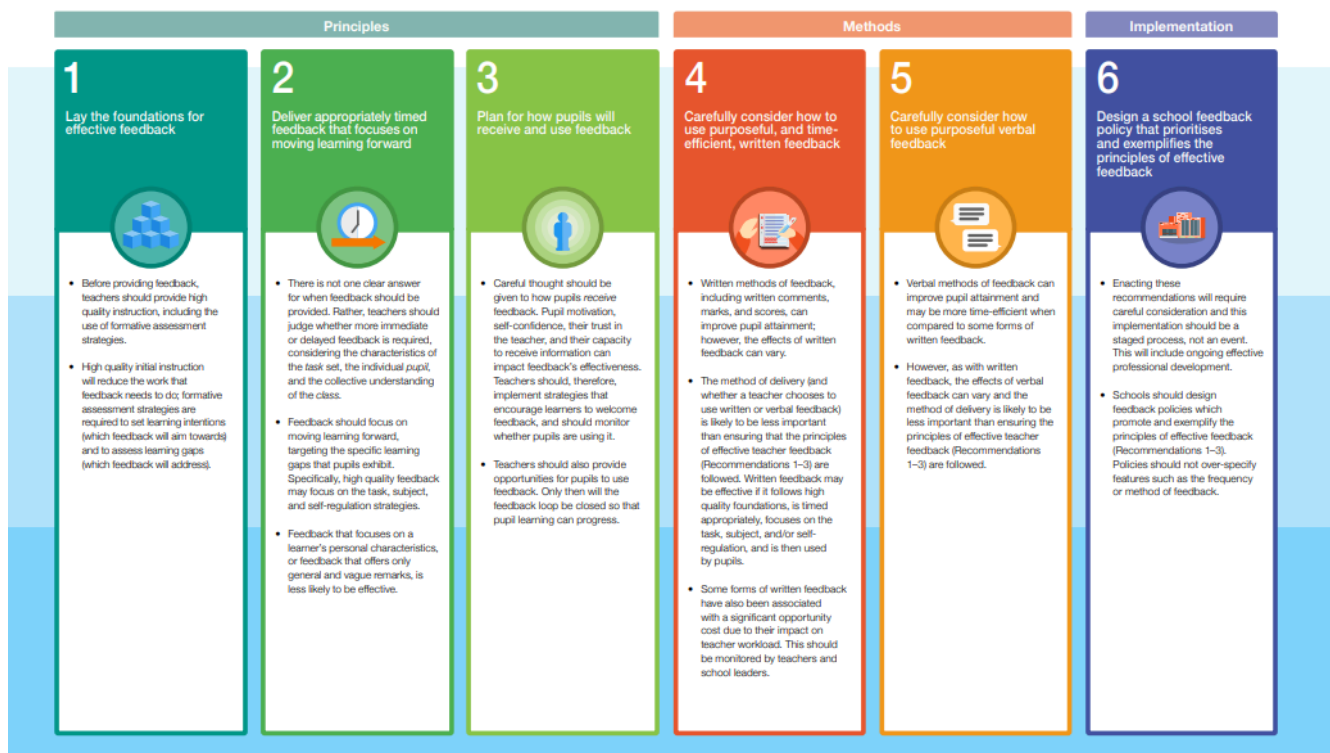
Research, including the EEF report into effective feedback identifies that ‘Effective feedback should focus on moving learning forward, targeting the task, subject, and self-regulation strategies’. It highlights that pupils need opportunities to act on feedback and the content of the feedback is likely to be more important than the method of delivery. For that reason, we have sought to reevaluate expectations for written feedback to ensure attention is given to the quality of the feedback itself and how teaching can be adapted in consequence.

Feedback more likely to move learning forward			Less likely
<b>Task</b>  <i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i>	<b>Subject</b>  <i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i>	<b>Self-regulation strategies</b>  <i>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</i>	<b>Personal</b>  <i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i>

From: [Effective\\_Feedback\\_Task\\_Subject\\_and\\_Self-regulation\\_Strategies.pdf](#)

The EEF feedback recommendations have been used to inform this strategy.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit (feedback”) to ensure that children are provided with timely and purposeful feedback that furthers their learning. In addition, it is our aim to ensure that teachers are able to gather useful assessment that enables them to adjust their teaching both within and across a sequence of lessons. This will ultimately impact on the quality and impact of any feedback provided to learners.



See: [EEF Feedback Recommendations Poster.pdf](#)

Further reading: [Teacher Feedback to Improve Pupil Learning.pdf](#)

## Principles

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

- The sole focus of feedback and written marking is 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 should be evidenced by the children's responses and progress
- Feedback should empower children to take responsibility for improving their own work
- Written comments should be accessible to pupils according to age and ability

- Feedback delivered close to the point of misconception is most effective. As such, feedback delivered 'live' in lessons is preferable wherever practicable. On occasion, teachers may provide verbal guidance alongside written, worked examples to move learning forward
- Feedback is a part of Stapleford's wider assessment processes. It is used to inform teacher understanding of learning and therefore inform future teaching
- Pupil work is celebrated. At Stapleford, we want pupils to understand what they are doing well and reinforce positive learning behaviour

### When does feedback occur?

At Stapleford, the teaching team evaluates the work that children undertake in lessons and use information obtained from this to adjust teaching. Feedback follows the EEF guidance steps 1-3 and focuses on moving learning forward and plans for how pupils will receive and use feedback. Feedback / feedforward occurs at one of three common stages in the learning process:

1. **Immediate Feedback:** At the point of misconception / during 'live' teaching. Children who are identified by the teaching team as veering off-track, making errors or demonstrating possible misconceptions are supported through high quality questioning, constructive dialogue and clear, explicit guidance on how to improve. Teachers may also provide written guidance or worked examples alongside verbal feedback, to move learning forward. The use of core questioning techniques ([Resource Hub. - Questioning & Feedback](#)) are useful for identifying misconceptions. It is also important for the Class Teacher to use the Visualiser at this stage of the feedback process as a teaching tool when they identify a key common misconception or learning opportunity. In these moments, the feedback becomes a highly effective hybrid of Immediate Feedback and Whole Class Feedback in the following ways:
  - Discussing with the class how a chosen piece could be improved.
  - Highlighting a section of work as a good model or example. The class then continues with their work, having taken on board the feedback shared.

*"Quality improvements on the spot are more meaningful rather than revisiting later."*

*(Shirley Clarke)*

2. **Summary Feedback:** This form of feedback takes place at the end of the lesson or activity. It is usually with groups or the whole class.
3. **Review Feedback:** At the start of the next lesson or earlier. This is usually given verbally to the whole class by addressing key misconceptions uncovered after the previous lesson, next steps, as well as highlighting good examples of completed sections of work and discussing what made them successful. When addressing the key misconceptions, high quality questioning, constructive dialogue, modelling, and clear, explicit guidance on how to improve should be given to the class. Focus questioning may also be used to determine whether pupils who previously made misconceptions have understood feedback given. Typically, time will be given for children to correct / improve their completed work based on this guidance. Alternatively, a short follow up activity may be given to embed the desired learning.

[The Visualiser is a key teaching tool for this stage of feedback and use of whole class feedback sheets will support.](#)

4. **Further Feedback (FF):** This is in the form of individual or small group feedback that provides further support than given in the whole class feedback. It consists of follow up teaching that individuals may need to achieve the planned learning. This may happen in the lesson following/alongside the WCF or in allocated time within the timetable.

**At Stapleford Community Primary School, these practices can be observed as follows:**

Type	What it looks like	Possible strategies
	<ul style="list-style-type: none"><li>Teaching team conducts formative assessment within the lesson to provide meaningful 'live' feedback.</li><li>Takes place in lessons with individuals, small groups or whole classes.</li></ul>	<ul style="list-style-type: none"><li>No hands up strategies so "everyone thinks" (walkthru) to enable the formative assessment. E.g. white boards, cold calling, talk pair share. <a href="#"><u>Resource Hub. - Questioning &amp; Feedback</u></a></li></ul>

<b>Immediate Feedback</b>	<ul style="list-style-type: none"> <li>• Will include high quality questioning, constructive dialogue and clear, explicit guidance on how to improve.</li> <li>• Makes use of visualisers and exploits common misconceptions to reformulate and redirect learning.</li> <li>• Often given verbally to pupils for immediate action but may include written feedback / worked examples to support or questions to explore.</li> <li>• May involve use of a teaching assistant to provide support or further challenge.</li> <li>• May involve some 'verification feedback' to indicate correct answers (eg in Maths)</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Progress sweep - teaching team aim to check in with each child</li> <li>• Adaptive teaching: verbal feedback throughout. Learning is moved on or revisited if needed.</li> <li>• Live marking - comments in books during lessons.</li> <li>• Reminder, scaffold, example structure for verbal feedback.</li> <li>• Teacher modelling: use a visualiser to highlight misconceptions or good examples.</li> <li>• Self checking: pupils use prompts/answer sheets to mark their own work and get immediate feedback.</li> <li>• Teachers give the answers and use this as an opportunity to model strategies and meta-cognition.</li> <li>• Teaching team work with groups or individual to discuss learning and edit and improve together</li> </ul>
<b>Summary Feedback</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves groups or whole classes</li> <li>• Provides an opportunity for children to evaluate their learning in the lesson</li> <li>• May take the form of self or peer-assessment against an agreed success criteria</li> <li>• May take the form of a quiz or a game</li> <li>• In some cases, may guide a teachers' further use of review feedback and next steps planning, focussing on areas of need.</li> </ul>	<ul style="list-style-type: none"> <li>• Plenary: Group/Class evaluation against success criteria</li> <li>• Pupil Self-evaluation: Pupils share their feelings about their learning, e.g. RAG rating (trays, smiley faces), exit cards, verbally.</li> <li>• Peer feedback: Pupils use post-it notes to give feedback to their peers as they walk around the classroom (<i>N.B. For this to be effective, skills need explicit teaching</i>)</li> <li>• Checklist self assessment: Children use success criteria to reflect on and improve their work</li> <li>• Self review: Pupils use sentence starters to reflect on their learning (<i>N.B. For this to be effective, skills need explicit teaching</i>)</li> <li>• Peer marking (<i>N.B. For this to be effective, skills need explicit teaching</i>)</li> </ul>

		<ul style="list-style-type: none"> <li>Individual editing time, e.g. use of editing stations</li> </ul>
<b>Review Feedback</b>	<ul style="list-style-type: none"> <li>Teachers review the children's work, identify trends, misconceptions, etc as well as work to celebrate.</li> <li>This feedback then takes place at the start of the next lesson or earlier.</li> <li>Typically involves the whole class.</li> <li>Provides an opportunity for evaluation of learning in the previous lesson.</li> <li>Addresses key misconceptions through high quality questioning, constructive dialogue, modelling, and clear, explicit guidance on how to improve</li> <li>Makes use of visualisers and exploits common misconceptions to reformulate and redirect learning.</li> <li>May include some self or peer assessment against an agreed set of criteria.</li> <li>Typically, time will be given for children to correct / improve their completed work based on this guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Whole Class Feedback Sheet: notes are made on strengths, common issues and teaching points. This informs planning/next steps. Follow-up feedback lesson. <b>(see appendix A)</b></li> <li>Pre-teaching: a small group or individual access learning prior to the next lesson to ensure they can access new concepts</li> <li>Rosenshine Principle 1: begin each lesson with a short review of previous learning</li> <li>Corrective teaching: a small group or an individual has an additional session after the lesson where they need additional support to achieve the learning objective.</li> <li>Whole class or group editing sessions: focus on editing and improving work. Teachers model this using the visualiser to share good examples and identify common misconceptions.</li> <li>Highlighting (yellow box marking): Teachers identify the area of work they would like the child to review.</li> <li>Selective marking (walkthru) - focusing on one part of the work, not the whole piece. <a href="#">Resource Hub. - Selective Marking</a></li> <li>Editing stations: pupils work to improve particular areas of focus.</li> <li>Focus pupils: Teachers identify particular group or pupil to regularly evaluate. They are given 1-2-1 feedback more regularly e.g. Children in receipt of PP funding, 5 pupils a week to focus on to ensure all receive this quality feedback within a half term</li> </ul>

## Types of feedback:

### Verbal Feedback

- Research shows that verbal feedback is the most powerful form of feedback and has maximum impact when pointing out successes and improvements against learning objectives and success criteria. It is interactive and developmental. It may give reassurance or a check on progress during a lesson or may be in the form of a learning review in a plenary session.
- Next step verbal comments will be given as appropriate. These are directly related to that specific piece of work to move learning on. Not every piece of work will have a next step. When it does, it may involve an action for the children to carry out immediately. Actions will be checked by an adult for accuracy.
- **Where work has been verbally discussed**, there may be evidence of pupils responding directly in pink pen, spellings highlighted, mistakes underlined etc. This does not need to be written as verbal feedback unless you feel it is pertinent to do so.

### Written Feedback

- Written feedback will only be given when appropriate and could include live marking within a lesson. Other methods (as described in this strategy) will also be used.
- Positive aspects of work will be recognised and praised. Teachers may double tick to identify particularly good features in pupils' work.
- Next step comments will be given as appropriate. These are directly related to that specific piece of work to move learning on. Not every piece of work will have a next step. When it does, it may involve an action for the children to carry out during response time. Actions will be checked by an adult for accuracy.
- Is legible, modelling good presentation and clear in meaning
- Will indicate who is giving the feedback if the person is different to their normal teacher, for example supply staff (S for Supply staff, TA for teaching assistants and PPA for PPA teachers)
- Will indicate if work has been supported. See key below



- Will be appropriate to the age and ability of the child and will vary across year groups and key stages.
- For final drafts, all spellings will be identified. At other times, 1-3 spellings will be identified for KS1 and 3-5 for KS2. Children will respond to their spellings and could use strategies such as: Look, Say, Cover, Write, Check. Staff will acknowledge that spellings have been checked.

### Self-Assessment

- Pupils should be encouraged to identify their mistakes by re-reading their work independently.
- [Resource Hub. - Spot Your Mistakes](#)
- Children should be given a reminder about the focus for checking, linking back to the Learning Objective and success criteria.
- [Resource Hub. - Success Criteria](#)
- At times, children will be encouraged to self mark e.g. when provided with the answers to maths questions or by using the provided success criteria.

### Peer Feedback

- Children can read and review a peer's work, leaving written comments recorded neatly on a coloured sticky note. This could take the format of 2 stars to one wish.
- Children feedback to a group following an oral or physical demonstration (eg. PE, music or drama), picking out the strengths and any areas for improvement.
- Children could read their writing to a peer to discuss and check their punctuation. Peers may offer verbal feedback about the clarity of their writing/ evaluations etc. **Careful consideration for appropriate pairings for this is vital.**
- Children provide feedback for work displayed on the visualiser; again identifying strengths and areas to improve

**Staff may opt to give individual verbal feedback, written feedback, whole class feedback/ group feedback. They may wish to use whole class template forms (appendix A). See Appendix B for marking codes.**

### **Subject specific feedback:**

#### **Maths**

- Work may be live marked within a lesson to provide pupils with opportunity to immediately respond and reflect on their work. Direct questioning and prompting to develop problem solving and reasoning should also take place. At the end of the lesson, work will be self marked by pupils (for KS1, this may be limited to a small number of questions and for KS2 this may focus on specific questions needed to achieve the LO)
- Teachers will review books and use the following symbols to highlight whether the objective has been achieved:

LO: equivalent fractions ✓ *the tick shows the child has achieved the lesson objective*

LO: equivalent fractions - *the dash shows the child has partially achieved the lesson objective*

LO: equivalent fractions . *the dot shows the child has not achieved the lesson objective*

- After reviewing books, teachers should complete whole class feedback sheets to jot down key findings. EG was there a common misconception that many struggled with? Did some GD pupils need to clarify/ extend their problem solving. For pupils that partially achieved/ did not achieve the LO, what follow up will there be for this? Will this occur through focus recap/ questioning the next lesson, a guided group the next lesson, regular check-ins?
- Over time, consideration should be given as to whether pupils are regularly non achieving the LO. If this is the case, what additional support/ catch up do these pupils need? Do they have additional misconceptions that are causing this?

#### **English**

- Work may be live marked within a lesson to provide pupils with opportunity to immediately respond and reflect on their work. Direct questioning and prompting can be used to encourage editing.
- Editing skills need to be taught and visualisers should be used to demonstrate this

- A writing app can be used to model writing and editing on the board from positions around the classroom and to show children's work.
- Spellings should be identified (1-3 key spellings) *If time, pupils could correct these in the lesson, practise handwriting them, look them up in a dictionary*
- Jane Consodine sentence stacking lessons are prime opportunities to ensure children edit their writing ahead of independent writing
- Whole class feedback sheets can be used to share key points/ patterns/ strengths/ errors more widely without extensive comments in the book
- During writing lessons, you may choose to focus on 5% pupils at a time ensuring editing skills are explicitly taught at this point.
- In cross curricular writing, subject specific vocabulary should be focussed on.
- SCPS assessment sheets should be completed. These should be reviewed for at least one piece of work for each child a half term.
- Follow marking codes for identifying punctuation etc

### **Foundation Subjects and Science**

- Feedback sheets could be used over a number of weeks/ rather than one per lesson. These can help inform feedback and assessments
- Follow feedback strategy
- Ensure high expectations are in place for all subjects
- Ensure that less confident writers are supported so writing ability does not become a barrier (eg scribe/ photographs, practical, oral opportunities, scaffolded tasks)

**Implementation of the feedback strategy will be monitored regularly by SLT and subject leaders**

Appendix A

**Whole class feedback sheet** (notes are made on strengths, common issues and teaching points. This informs planning/next steps. Follow-up feedback lesson.)

[Whole Class Feedback Sheet - Google Docs](#)

Whole Class Feedback Sheet		Date:	Class:	Lesson:
Learning misconceptions/ plans/ next lesson notes				
Work to praise and share (and why?)				
Presentation		Progress in basic skills		
Any child needing targeted support to overcome a misconception?				

## Appendix B

### Marking Key- displayed in each class

Staff marking should be done in a green pen.

Pupil corrections should be done in pink.

Supply marking is done in green but an S should be circled at the bottom of the page to show it is supply.

→ Next steps to move learning on

√√ - identifies excellence in work

*Some teachers may also wish to give stickers; however, this tends to be at the end of a piece of work. Double ticks should still be used within a piece. Pupils could identify what made that aspect of the work show excellence.*

**Word underlined** to indicate spelling error with the correct spelling given - spelling to be corrected x1 and checked

**P** - punctuation error circled where appropriate and / or p written in the margin. E.g. if a child needs to spot their own missing punctuation marks.

**I** –FS/KSI or SEND child has worked independently

**AS** – adult support given (this is mainly used if an adult has worked with them for the duration of a piece with specific questions marked as I if attempted independently.)

**S** - Supply staff feedback or marking

**TA** - teaching assistant marking/feedback (this is primarily used to show a TA has marked the piece)

**PPA** - PPA cover staff feedback or marking

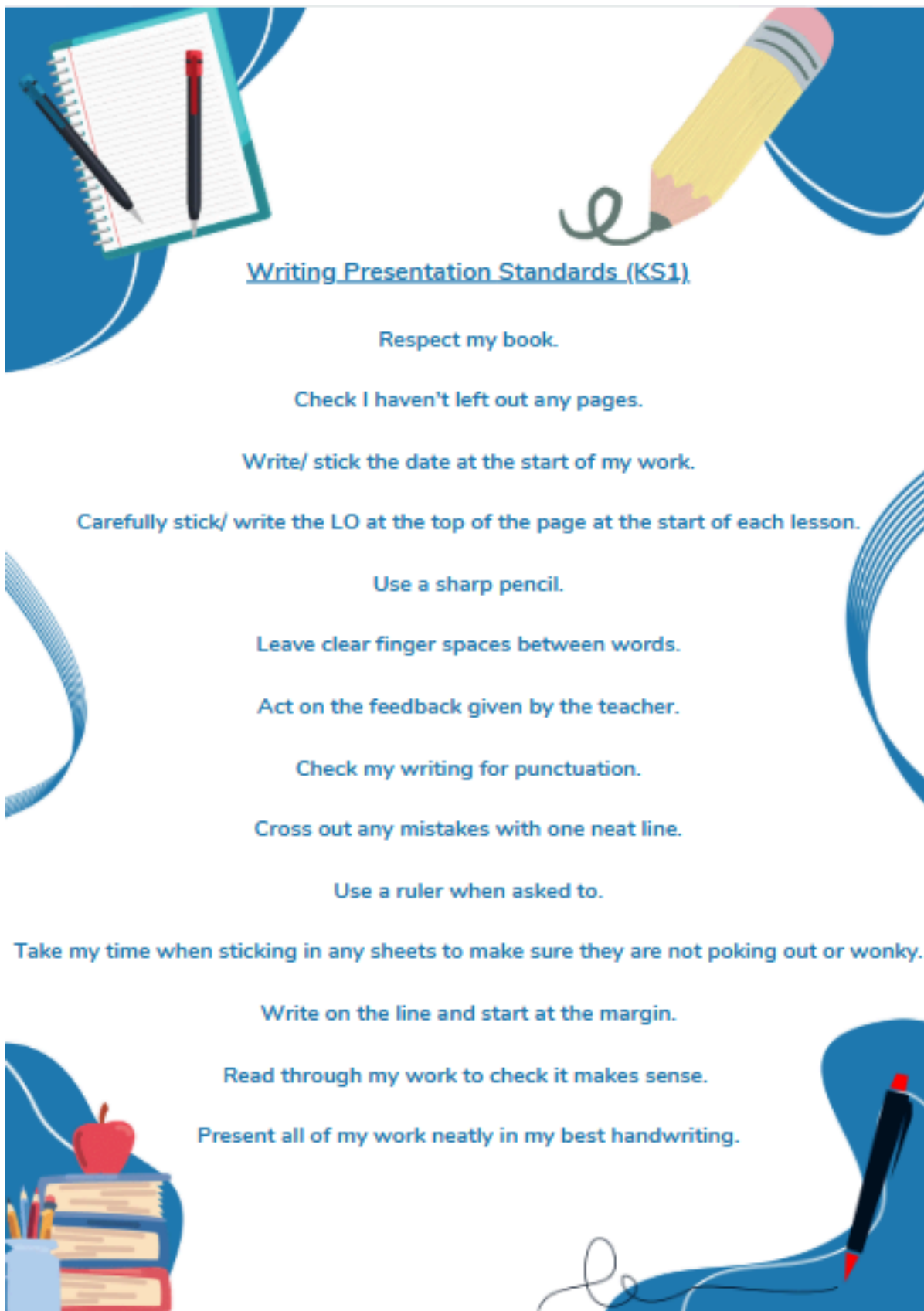
*If pupils have worked in a pair or as group work, this does not need to be directly annotated unless work is planned to be used for assessment.*

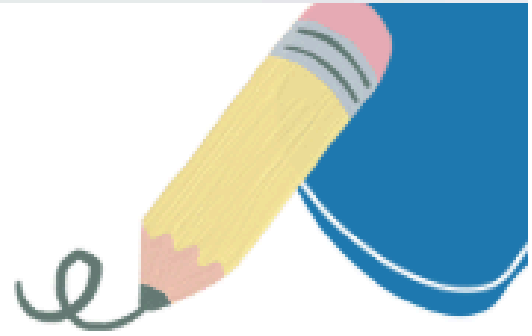
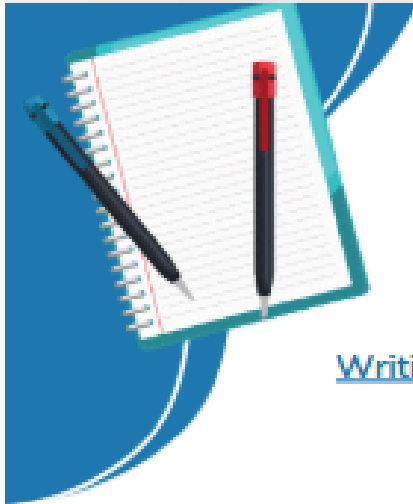
## Appendix C

### Maths presentation standards



Appendix D(i) and D(ii)  
English presentation standards (KS1 and KS2)





## Writing Presentation Standards (KS1)

Respect my book.

Check I haven't left out any pages.

Write/ stick the date at the start of my work.

Carefully stick/ write the LO at the top of the page at the start of each lesson.

Use a sharp pencil.

Leave clear finger spaces between words.

Act on the feedback given by the teacher.

Check my writing for punctuation.

Cross out any mistakes with one neat line.

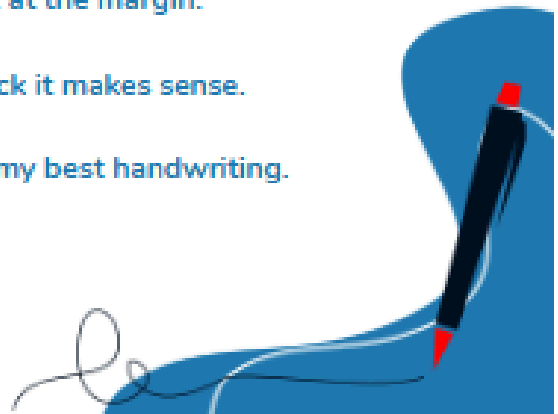
Use a ruler when asked to.

Take my time when sticking in any sheets to make sure they are not poking out or wonky.

Write on the line and start at the margin.

Read through my work to check it makes sense.

Present all of my work neatly in my best handwriting.





## Appendix E - handwriting strategy

Teachers should model handwriting to their classes, particularly how to start letters, join etc. A handwriting repeater website can be used for this: [Handwriting Repeater](#)

1. **Ensure the child is ready to write** (can they draw kisses correctly?)  
Encourage lots of large motor and fine motor movements such as climbing and cutting with scissors.
2. **Teach how to make the letter shapes**  
Use single letters with exit strokes and ensure the child knows which movement group each letter belongs to. Teach by demonstration and observing the children's practice. Young children can make their letters in sand, paste etc before using pens or pencils.
3. **Teach capital letters and use for names, e.g. Oliver**  
Capitals are as tall as h, l, b etc and do not join to the other letters in a word.\*
4. **Write letters on a single line**  
The tails of g, p, etc should hang below the line.
5. **Teach the relative size of letters**  
Give the three sizes names: sky (h, b, etc), grass (a, e, etc), underground (g, y, etc) as well as using vocabulary of ascenders and descenders
6. **Show how words need a small space between them**  
Please do not use a finger as a spacer – a lolly stick or piece of card is better.
7. **Teach how to join the letters**  
At this stage omit joining after g, y, j, x, z.
8. **Encourage writing at increasing speed**  
Introduce loops to y, g, j to increase fluency, and make other individual modifications.
9. **Encourage self evaluation of handwriting using the 'S' Factors**  
These are sitting, size, shape, spacing, slant, stringing (i.e. joining) and speed.

Please refer to posture, pencil, paper, pressure resources for further CPD:  
[good-practice-for-handwriting—a-toolkit-for-teachers 1.pdf](#)

*See Handwriting supporting resources for ideas on how to creatively develop and teach handwriting with high expectations for all.*

### Print letter formation

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

### Pre-cursive

#### How to write letters

a b c d e f g h i j k l m n o p q r s t u v w x y z

### Continuous cursive

The quick brown fox jumps  
over the lazy dog. Baa baa  
black sheep, have you any  
wool? Yes sir, yes sir, three  
bags full.