



Shoreditch Park
Primary School

Feedback Policy

September 2023

Last reviewed on:	October 2023
Next review due by:	October 2024

This policy has been developed as a response to the DfE research into marking as part of the [reducing teacher workload report](#) alongside the evidence based research conducted by [John Hattie and Shirley Clarke](#) , [Rosenshine's Principles of Instruction](#) and extensive research into [effective marking and feedback led by the EEF](#).

At Shoreditch Park Primary School, we are reflective practitioners and strive to adapt our curriculum on clear, evidence-based research. We know that feedback is powerful, but variable in its impact on learning. Feedback must be part of a formative learning culture which fits the stage of learning. We use feedback to close the gap between current and desired learning and understand that immediate in-lesson feedback is more effective than post-lesson feedback.

[The Education Endowment Foundation](#) provides a clear rationale for feedback that focuses on the task, including: student self-efficacy, normalising of error, challenge, trust, motivation and student voice; with research showing that these approaches have the greatest impact on improvement. As a school that have long reflected upon the principles of John Hattie's visible learning, our learners embrace the learning journey and are keen, motivated learners.

The Key Principles underpinning feedback at Shoreditch Park are:

- The child is at the centre of the learning
- Prior learning is the starting point for feedback
- Effective feedback occurs when it is received and acted upon
- Feedback is most powerful when it is from the pupil to the teacher so that teaching and learning become synchronised
- Feedback is meaningful, linking to a learning objective or success criteria
- The children interpret and understand our feedback; it is empowering
- The feedback is fair, trustworthy, kind and helpful. It is specific, not general, hurried or impatient.
- Feedback is integral to the shaping of lessons and the planning for future learning; it informs assessments that produce consequences for both the pupils and the teachers which are dependent on the inferences that are made
- Feedback avoids escalation of misconceptions
- It is based on good communication between learners and teachers

What is feedback?

We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly in each aspect of the lesson. All feedback should be clear, specific and appropriate in its purpose and productive in its outcomes. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

Figure 1: What is teacher feedback?



What does feedback look like?

- Dialogue – everyone talking about their learning and how to improve
- Learning being continually evaluated and adapted
- Children being questioned, observed and listened to
- Children being clear about where they are with their learning, where they need to get to and how to close the gap
- Examples of best practice and next steps shared with learners to develop understanding
- Modelling, coaching, self- regulation and cooperative improvement (peer editing)

Teacher-led marking

In response to extensive research, at Shoreditch Park teachers do not spend time marking or annotating books after lessons in books. Instead, following Rosenshine's principles of effective learning and aforementioned research, teachers have a clear structure of how to effectively feed-back and plan to ensure children make the most progress possible in lessons. Feedback is given at the right time for the each learner – knowing that verbal feedback is the most effective manner in which to do this. All lessons begin with a short review of previous learning, making connections and building links between skills and knowledge previously taught. Where teachers will not mark day to day lessons in books, they will carefully review work completed and plan to adapt lessons accordingly based on each days teaching. The one exception to this is marking assessments and end of unit reviews to ascertain knowledge and the effective teaching of a unit of work.

Oracy

At Shoreditch Park Primary School talk is taught explicitly and embedded into all lessons. Paired partner work, with a range of children, encourages interaction with many learning partners who can offer a variety of perspectives. Talk forms the basis of feedback from teacher to pupil, pupil to teacher and pupil to pupil.

Verbal feedback

Verbal feedback is high quality questioning, modelling and exemplification which is ongoing as the learning progresses. Verbal feedback is given and received individually, in small groups, or as a whole class. It happens in lessons, but also out of lessons tutoring and intervention groups. Children need to be able to apply the feedback immediately. We do not require verbal feedback to be acknowledged in pupil books; the evidence of the impact verbal feedback should be seen in outcomes and application in future work.

Child-led feedback

Processes for child-led feedback must be explicitly taught and integral to the learning process.

Self-assessment

Completed within lessons, self-marking provides children with immediate feedback enabling them to self-correct work, check methodology, seek advice or support and make improvements. For self-assessment to be effective, pupils should check their work against success criteria, worked examples, or teacher modelling to reflect on progress and take control of learning. When working in this way, children tackle a limited number of problems, getting feedback quickly to encourage them to move on rapidly if they are able to, or to alert the teacher if further teaching is needed. Instant feedback can encourage less confident pupils to move onto more challenging problems. Pupils can also work to compare answers and where answers do not agree, challenge each other and try to find out where the errors have occurred. A form of overlearning, this method of feedback encourages deep thinking, checking and proof-reading – it helps to store learning in the long-term memory, available to be recalled at will.

Peer feedback

With a different audience, children consider their work in more detail and with the reflective support of another. Talk to support conversation should be taught explicitly and modelled. Exposure to the work of others can inspire improvement, help to identify gaps and encourage collaboration in mistake spotting and correction. When children offer peer feedback, they place their own book on top of a partner's – the child themselves is the only writer to edit their own work.

Subject Specific Feedback

For more information on guidance for marking in each subject, please see subject specific handbooks which can be found [here](#). Within each Maths and English lesson, children partake in a feedback sessions – where teachers share examples and next steps for work as either whole class or small groups. This session is flexible and responsive to the needs of the class.