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Feedback Policy

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Next Review due: Spring 2027

Signed by:  Chair of Governors

Signed by:  Headteacher

Introduction

As a school, we do not do something because, 'that's what we've always done' or because, 'that's what everyone else is doing'. We do it because we believe there is a better way; a more effective way; that utilises our time and energy to make a greater impact on the lives of our children.

Feedback is no different. We should always start by asking ourselves, 'why are we giving this feedback?' There are two main reasons:

- To motivate the child
- We can see an opportunity to move learning on by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something

At Ranelagh, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful of the workload implications of written marking, and of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations including the Department for Education which emphasises that marking should be: **meaningful, manageable and motivating.**

The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key principles

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

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;

- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning;
- When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Types of feedback and what this looks like in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Ranelagh, these practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	• Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code. • Includes teacher gathering feedback from teaching, including mini-whiteboardsetc.	• Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting • Discussions with pupils (pupil perception)
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	• Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer assessment • Some evidence of support staff feedback including, assessment sheets/ post-it notes • May be reflected in selected focus review feedback (marking)
Review	• Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action	• Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings/ interventions • Use to inform assessment records

Marking Approaches

As a school, we encourage teachers to use professional judgment to decide when is the right time to provide verbal feedback, to surface mark, when it needs highlighting, or when a next step comment

is the right approach. It goes without saying that this judgment needs to be based on what will most positively impact that child's progress.

In KS1 and 2, all work will be acknowledged in some form by class teachers with reference to learning objective. This may be through simple symbols or circling of learning objectives.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated. In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Marking in Y6 may look different due to implications of SATs expectations for example marking may be a focus in the autumn term but in spring and summer terms marking and revising may be retrospective so as to not invalidate independent pieces used as evidence.

Support for staff

Whilst this level of professional decision making is our ultimate goal, we understand that these judgments are difficult and, often, it can take time to develop a real understanding of when to use most effectively a particular type of feedback. If you are ever unsure, please speak to another member of staff, Phase Leader or member of SLT, any of whom will be more than happy to offer you advice and support.

Marking codes

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines use of highlighters and symbols codes. **The core of this code is set on the next page, although some additional age-appropriate elements may be included in some phases of the school.**

Where any written comments are made, staff should ensure writing is neat, legible and follows the school's handwriting policy.

Ranelagh Marking Codes

	'Tickled pink' - work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome should be highlighted in pink.
	'Next step' - work which needs further attention or displays an error or misconception should be highlighted with a yellow highlighter to make it clear to pupils that a response is required. <i>Please note. This includes incorrect spellings. This will be used selectively when marking work, focussing on spelling patterns which should either have been secured by a pupil, or represent a pupil's next step in spelling development. This may be accompanied by the corrected spelling until it is age/ ability appropriate to find the correct spelling using a dictionary.</i>
	Children should respond to or correct any errors or misconceptions in purple pen.
	Self/ peer assessment – where a pupil (or their peer) recognises that they have met an element of success criteria, demonstrated a particular skill or achieved the intended outcome should be highlighted in green.
✓	correct
.	Incorrect
I	Independent work
G	Guided work
V	Verbal feedback
S	Lesson taught by supply
Blue pen	To be used by teachers e.g. feedback or initials (where job shares exist - teachers to initial to identify who taught the lesson)
Green pen	To be used by teaching assistants e.g. feedback or initials