




Deer Park  
School  
LEARN ENJOY SUCCEED

# Feedback Policy

This policy applies to all pupils, including the EYFS



Signed:	
Chair of Trust Board:	Claire Delaney
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Review Period	2 Years
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## 1. Introduction

Feedback is information given to the pupil about the learner's performance relative to the learning goal<sup>1</sup>. It comes in a variety of forms and should be part of every lesson, and the wider teaching cycle. Feedback is important because it moves the learning on: for this to happen, it needs to be clear and actionable, and pupils must be able to do something effective with the feedback they are given.

Teachers need to evaluate what knowledge, understanding and skills pupils have gained against the expectations set out in the Deer Park School (DPS) curricula. A part of the process of assessing the impact of the teaching and learning is through feedback.

With a continuous cycle of feedback and improvement, pupils and staff alike will strive towards mastery in any given area. All feedback will help our pupils to become independent, reflective, life-long learners.

Providing specific, timely and focused feedback can boost the learning of pupils by an extra eight months during an academic year<sup>2</sup>.

## 2. Aims of this Policy

The aims of this policy are to set out the whole school agreed approach to feedback to ensure that all feedback is consistent, effective and does not necessitate an onerous workload upon teachers.

The aims of feedback for **teaching**:

- To teach responsively by addressing misconceptions, keeping pupils on track, and ensuring pupils understand the content they are taught
- To inform planning and to structure the next phase of learning, future groupings, and interventions
- To facilitate effective and realistic target setting for pupils
- To encourage a dialogue to develop between the pupil and teacher

The aims of feedback for **learning**:

- To support pupils to make progress in their learning
- To provide strategies for pupils to improve by correcting '**marvellous mistakes**'
- To give pupils dedicated time to reflect upon their learning and learning of their peers
- To support and encourage pupils to develop 'agency' in improving their learning
- To encourage pupils to have a sense of pride in their work
- To celebrate and recognise the pupil's effort, achievement, and success

Feedback at Deer Park School is focused on enhancing the learning of pupils, not to make judgements about a teachers' performance or to match family or external expectations.

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<sup>1</sup> [Feedback EEF Teaching and Learning Toolkit June 21](#)

<sup>2</sup> [Feedback EEF Teaching and Learning Toolkit June 21](#)

### 3. School Practices

We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson, as well as the wider teaching cycle. The principles in this policy are based on the EEF Guidance Report Jun 21 and other research on this topic.

The core principles as set out in EEF Teacher Feedback to Improve Pupil Learning Guidance Report 2021 are that:

Feedback can:

- focus on different *content*;
- be delivered in different *methods*;
- be directed to different *people*; and
- be delivered at different *times*

The **content** of feedback may focus on:

- the particular task that a pupil has undertaken;
- the underlying processes related to a specific subject; or
- a pupil's self-regulation.

Feedback may be delivered via different **methods**:

- Verbally—this could be detailed conversation or quick verbal comment; or
- written—this may be written comments

Feedback may be directed towards different **people**:

- to the whole class;
- to specific groups;
- or just to individuals.

Feedback may be delivered at different **times**, be that:

- during a lesson;
- immediately after a lesson
- in a subsequent lesson or in a follow up task.

This policy is research-informed and these guiding principles were used when we conducted action research across the school in Autumn 21. During this action research, staff tested various methods of feedback for their effectiveness; evaluated them within our school context whilst also considering their own workload. This policy is the culmination of that process.

This policy is designed to support teachers in using their best judgement in how and when to implement effective feedback practices for their pupils. This policy aims “not to over-specify features such as the frequency or method of feedback”<sup>3</sup> as set out in the EEF report.

The school practices identified through this research shall be implemented by DPS staff in the following ways.

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<sup>3</sup> [EEF Guidance Report Teacher Feedback to Improve Pupil Learning June, 21](#)

The class teacher will establish if the lesson objectives have been met through their Assessment for Learning (AfL) that takes place during the lesson and a review after the lesson of the independent written work completed by the pupils.

This review will enable the class teacher to decide whether verbal feedback or written feedback is required. This review may sometimes lead to the conclusion that the topic needs to be re-visited the following day. Also, this review may identify that whole class feedback is required or small group feedback is necessary.

### **Verbal Feedback**

Verbal feedback is the most frequent form of feedback. It has immediacy as it takes place within the lesson and relevance as it leads to direct pupil action. Descriptive verbal praise or descriptive praise is part of verbal feedback if this clearly informs the pupil of how they have been successful.

When verbally praising we use common language in line with our school HEART values. We praise the effort (enthusiasm and resilience) and the skills or strategies applied rather than the ability.

Verbal feedback should, wherever possible, set a task for the child to complete independently to demonstrate that they have understood the feedback and are able to apply it successfully. This may occur in the moment as soon as the feedback is given or it may be given as a task to complete as Early Work, at the start of the next lesson or in a lesson where all pupils edit and revise their work.

Verbal feedback may also take the form of whole class or group feedback, delivered at the start of the subsequent lesson. For example, a widespread misconception may be addressed through direct instruction planned by the teacher in response to scrutinising pupils' work. This may also be addressed at the time a misconception is identified; for example, through the use of a 'mini-plenary' or further direct instruction from the class teacher.

### **Written Feedback**

Written feedback will only be used when the teacher determines that it is the most effective and relevant type of feedback. Overall, it will be the least frequently used form of feedback in most contexts.

However, after an extended write in an English lesson, written feedback should be given to all pupils so that they can respond to marking in the subsequent lesson. This lesson is to be dedicated to editing, improving, and revising their writing. During this lesson, all pupils can reflect on the written feedback given with the support of their peers and the staff present and can then edit and revise their work.

Green highlighted work is positive written feedback of the work highlighted. Pink highlighted work indicates that this part of the work would benefit from being reviewed by the pupil.

Marking of maths work should take place, as much as possible, as 'live marking' in lessons so that individual pupils can correct errors, develop more secure methods, and explain their reasoning in more detail. If written feedback is given after the lesson, this should be addressed by the pupils as early work or as a starter in the next lesson.

When determined to be the appropriate form to use, written feedback will be a balance of the positive reinforcement of mastered skills where a green highlighter is used and clear, current, and actionable ideas to improve their learning when highlighted in pink alone or in conjunction with written feedback.

Feedback will also encourage the child to look at mistakes in a positive manner. All feedback should have a positive tone, be precise and direct, and avoid general or vague commentary.

Teachers should also provide opportunities for pupils to use and act on feedback and respond to it in that lesson or in a lesson shortly after. Only then will the feedback loop be closed so that pupils' learning can progress. All responding to feedback should be completed using a purple pen by the pupils so it is clear what revisions they have made.

Phase	Feedback Practice at Deer Park School
EYFS	<ul style="list-style-type: none"> <li>Verbal feedback is the predominant form of feedback</li> <li>Verbal feedback sessions with each pupil should happen regularly and the pupils are encouraged and taught how to practise their target through their child-initiated learning.</li> <li>Target displays should describe what further practise is needed or provide 3 next steps.</li> </ul>
Key Stage 1	<ul style="list-style-type: none"> <li>Verbal feedback is the predominant form of feedback</li> <li>Verbal feedback sessions with each pupil should happen during a teacher or TA lead activity</li> <li>Live marking of Maths, Science and English to be marked to show correct work with ticks in green. Incorrect work shown by absence of a tick or highlighted with a pink highlighter.</li> <li>Wider Curriculum: can be marked to address significant misconceptions that arise; when key vocabulary is spelt incorrectly and when presentation needs improvement.</li> </ul>
Key Stage 2	<ul style="list-style-type: none"> <li>Feedback codes to be followed so that pupils can begin to independently edit - see below.</li> <li>Extended writing to be marked fully with green and pink highlighters indicating next steps to be completed with a purple pen by the pupil.</li> <li>One to one verbal conferencing to be periodically undertaken after an extended write then the work can be re-drafted independently</li> <li>Live marking of Maths, Science and English to show correct work with ticks in green where it is considered useful by the teacher.</li> <li>Wider Curriculum: can be marked to address significant misconceptions that arise; when key vocabulary is spelt incorrectly and when presentation needs improvement.</li> <li>Where ticks are used, they can be used to indicate which work they have reviewed by teaching staff and to indicate specific correct answers.</li> </ul>

KS2	
Symbol	Feedback
Sp	Spelling error
S	Does this make sense?
T	Is this the correct tense?
Λ	Missing word
//	Paragraphs

KS1	
Symbol	Feedback
Sp	Spelling error
F.S	Finger space
CL	Capital letter

P	Missing punctuation
T	Is this the correct tense?
Λ	Missing word
//	Paragraphs

When feedback is given, the following are good practice:

- A green pen is to be used with neat, joined handwriting (KS2) for any written feedback.
- Written feedback will model all aspects of our presentation and handwriting expectations.
- Corrections are not made for the child, but are indicated where necessary.
- **High standards** of spelling, grammar, punctuation, and presentation are encouraged, and mistakes are corrected as appropriate to the pupil's age and development.
- **Only 3 spelling words** can be corrected per each piece of learning: two high frequency words and one topic related vocabulary or three high frequency words.
- All members of staff should model **Standard English** at all times.

The purpose of the colours set out above and the codes are to ensure that the pupils at DPS understand how to approach their response to marking and what action they need to take to move their learning on independently.

Worked examples of effective feedback from across the school are attached in Appendix 1.

Examples of strategies used in DPS action research are contained in Appendix 2.

#### 4. Monitoring and review

The successful implementation of feedback practices will be evaluated for each class as part of the monitoring and evaluation cycle undertaken by leaders within the school. The effectiveness of feedback practices will be analysed in conjunction with pupil progress and attainment data, conferences with pupils on their clarity of their next steps, and observations of feedback practices taking place.

The overall effectiveness of the feedback policy will be subject to consideration in daily school life; as part of the school development plan, staff meetings, SLT meetings, and LAB meetings, as well as evidence from leaders obtained from the monitoring and evaluation cycle. In addition, annually Senior Leadership Team (SLT) and the Teaching and Learning Team (TLT) will review the practices within school to ensure they are meeting the aims including the level of teacher workload. This policy will be reviewed every two years, or earlier if necessary.