King's Infant School
The British School of Madrid

Chamartín

Feedback Policy

2022/2

Our Philosophy for Teaching and Learning

As a school community we are all learners, adults and children alike. We aim to foster in our learners a life-long love of learning while developing the skills, knowledge and understanding to achieve to the best of our abilities. As learners we thrive best in a warm and secure environment where we are accepted and valued while developing the attitudes and dispositions to be happy, caring and creative learners for life.

Purpose and Scope

Effective feedback is a vital tool in assessment for learning. Done well, it supports pupil progress, scaffolds learning and addresses misunderstandings. The aim of this policy is to provide all members of our school community with an effective, systematic and consistent approach to giving feedback to learners throughout Kings Infant School.

This feedback policy is to be read, understood and followed by all members of staff including Learning Support Assistants (LSAs). It will be reviewed annually by the whole staff team.

See **Appendix 1** for recommendation set out by the Education Endowment Foundation Link Here

Why do we provide feedback on children's work?

- To redirect or refocus either the teacher's or the learner's actions to achieve a goal
- To provide specific, accurate and clear objectives which will encourage and support further effort.
- To provide students with the skills to correct their own mistakes, rather than provide correct answers for them
- To alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.
- To communicate to learners what is expected of them in terms of learning.
- To scaffold learning and develop metacognitive skills.

What is teacher feedback?

Teacher feedback is referred to as *"information given by a teacher to pupil(s) about their performance that aims to improve their learning."*[1]

Figure 1: Range of strategies to improve student learning experience through effective feedback strategies

How do we provide feedback in King's Infant School?

The quality of existing evidence focused specifically on written marking is low[2] Therefore at KIS we aim to ensure we incorporate a broad and robust system of feedback which includes written and verbal feedback from teachers, LSAs and students as outlined in the Figure 1 above.
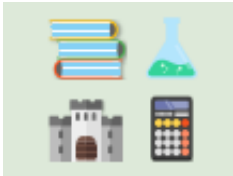
Developing metacognitive skills plays a large role in providing effective feedback. The extent to which feedback enhances metacognition will depend on how it links directly to these two areas:

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[1] Adapted from the definition used in the Higgins S, et al. EEF Evidence Database: https:// educationendowmentfoundation.org.uk/public/files/ Toolkit/EEF_Evidence_Database_Protocol_and_ Analysis_Plan_June2019.pdf

[2] Elliott, V et al (2016) "A marked improvement?" https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Marking_Review _April_2016.pdf

- Metacognitive knowledge - the children know what they know and how these known strategies can be applied correctly. It is also the knowledge of them as learners and what their abilities are (explicit skills and knowledge learned). Feedback is given with specific reference to the skill or learned topic and how it has been applied.
- Metacognitive control and self regulation - learners are able to monitor and regulate themselves during a learning process. Feedback is given to support a growth mindset and reflection on how they have learned, or not learned, a new skill.

Table 1: Task and subject specific feedback with metacognition and self-regulation to enhance learning and progress

	FEEDBACK MORE LIKELY TO MOVE LEARNING FORWARD		
	Task Specific *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.*	**Subject Specific** *Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.*	**Metacognition / Self-Regulation** *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.*
EYFS Examples	A reminder comment: "You're nearly there, but two of these are the wrong way around. Can you put one object in each hand again and see which object is really the heaviest?" A scaffold comment: "Can you add more animals that live in that habitat?" An example comment: Which way is better? Put my shoe on without my sock	"How could you use your name in a sentence?" "Well done for mixing your colours to make blue. Could you try to make it lighter/darker?" "When balancing on one leg, try to look at a fixed spot to help you stand longer."	"What did you do to make your tower balance?" "Have you included everything in the farm that should be there?" "Well done for remembering the order of the story. What did you do to help yourself?

	OR Put my sock on, take off the velcro and then put my shoe on?		
KS1 Examples	A reminder comment: "You're nearly there, but two of these answers are the wrong way around, can you go back to the question and see if you can work it out so that they are in the correct order?" A scaffold comment: "Can you think of a word that describes what the Gruffalo looks like." An example comment: "Which sounds better? - First open the packet of seeds and then take one seed out. After that put soil into the plant pot. OR - Open the packet of seeds and take one seed out and put soil into the plant pot." *More examples in Appendix 2*	"Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down the laces and around the toe? Remember we start writing a 'd' by going around the dinosaur's bottom, up to its tall neck and down to its feet. Let's try that again."	"At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now." Stop-Check-Reflect "Everyone take 2 minutes to stop what they are doing to check and reflect on how your work is going. Have you written the first sentence of your story? If not, make sure you do so in the next part of the lesson."

Teachers can provide feedback in a variety of different ways. Feedback can:
- Focus on different content
- Be delivered in different methods
- Be directed to different people
- Be delivered at different times

Sufficient time should be given to learners to act upon what has been written or said where appropriate. Feedback must be used by teachers and LSAs to actively inform planning. There should be an obvious link between the two tools and progress fed into assessment records where relevant.

Figure 2: Four aspects of feedback

CONTENT [12]

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.

PEOPLE

Feedback may be directed towards different people, be that:

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

METHODS

Feedback may be delivered via different methods:

- Verbally—this could be detailed conversation or quick verbal comment; or
- written—this may be written comments, written marks, scores, or a combination.

TIMES

Feedback may be delivered at different times, be that:

- during a lesson;
- immediately after a lesson; or
- sometime after a lesson.

Written Feedback

When marking using this approach the idea is that you highlight aspects of the learner's work where the success criteria is shown and either comment on its effectiveness or to provide next steps.

Written comments must be clear and specific if it is to have any impact. At KIS we will use a range of written comments and symbols in order to do this effectively. The trust is on the staff to use whichever is most appropriate. All marking is conducted according to the Marking Codes (Appendix 3) and using either green or pink - Green for Great or Pink for Think.

Table 2: Outline of written marking examples and how this can be seen in student's books

Type of marking	What does it look like?
Corrections (errors and mistakes we do show a difference)	- Marking symbols used - Spelling and grammar
Pupil responses (and opening dialogue)	- Students respond directly to a written comment or question

	- Student makes the change to their work
Commenting on things that went well.	- Praise is directly linked to either task, subject or MC/SR strategy. Not personal i.e. "Well done! You're great at Maths" - Star is drawn according to the marking code
Targets (even better if…)	- Specific guidance is given to improve and must be related to either task, subject or MC/SR. - Small steps drawn according to marking code
Frequency	- Immediate (during the teaching) - Summary (after teaching but during the lesson) - Review (after the lesson) - Maths and English work must be marked in any way for every child each day (written or verbal)
Peer and self marking opportunities	- Students trained to use the policy to ensure consistency in feedback - Students seen using the marking codes - Students may do this in any colour

Spelling:

At KIS, we mark according to the learning intention however we do not ignore persistent errors in spelling or common exception words.

The teacher will use their discretion on this by either drawing the learner's attention to it by highlighting the word or referring to it in a comment about a piece of work. The child is expected to change it and practice it for the future.

Policies linked to Feedback Policy

[Positive Relationships and Behaviour Management Policy](#)
[PSHEE Policy](#)
[Curriculum Policy](#)
[Feedback Policy](#)
[Teaching and Learning Policy](#)
[SMSC Policy](#)

Created by:	Policy Category:
Annelouise Jordan/Rachel Davies Oct 2021	BSO Statutory Teaching and Learning
Approved by :	**Reviewed by:**
Board	Annelouise Jordan July 2022
	Next Review: June 2023

Appendix 1

	Principles			Methods		Implementation

1 — Lay the foundations for effective feedback

- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.

- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

2 — Deliver appropriately timed feedback that focuses on moving learning forward

- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual *pupil*, and the collective understanding of the class.

- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.

- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

3 — Plan for how pupils will receive and use feedback

- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.

- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

4 — Carefully consider how to use purposeful, and time-efficient, written feedback

- Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.

- The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.

- Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.

5 — Carefully consider how to use purposeful verbal feedback

- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.

- However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.

6 — Design a school feedback policy that prioritises and exemplifies the principles of effective feedback

- Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.

- Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.

Marking   Codes

KING'S INFANT SCHOOL
KS1 MARKING CODE

Pink for Think

Steps - to indicate what to improve

Indicates an answer needs correcting

Indicates omission of something

Indicates spelling error

Any comment to move learning forward i.e. Even better if...

Other

Indicates the mistake has been corrected

Verbal Feedback given
VF

Peer Assessed
PA

Self Assessed
SA

IW - Independent Work
AS - Adult Support

Green for Great

Indicates a correct answer

Star - what has been done well

Any comment to provide positive feedback.

RECEPTION MARKING CODE

Pink for Think

Indicates an answer needs correcting

Steps - to indicate what to improve

Other

Indicates the mistake has been corrected

Verbal Feedback given

VF

Peer Assessed

PA

Self Assessed

SA

IW - Independent Work
AS - Adult Support

Green for Great

Indicates a correct answer

Star - what has been done well

NURSERY MARKING CODE

Other

Peer Assessed

PA

Verbal Feedback given

VF

IW - Independent Work
AS - Adult Support

Self Assessed

SA

Green for Great

Star - what has been done well

★

Appendix 3

Feedback comments

We use a range of comment types to move their learning on and meet the learning intention or success criteria.

A reminder comment:
These comments are a reminder of what could be improved in the learner's work to move towards meeting the SC or Lesson Objective.
- Say something about what would happen if a plant isn't watered.
- Make your instructions better by using some conjunctions in your writing.
- Remember that multiplication is the same as repeated addition.
- Think of some adjectives to describe the Gruffalo

A scaffold comment:
These comments provide learners with more support than a reminder comment in moving towards meeting the LI or SC.
- What else do plants need to grow healthily?
- Can you think of a different conjunction from "and" and use it in your sentence?
- 5+5+5+5+5= 25 so 5 lots of 5 = ?
- Make your list better by writing the items one underneath the other.
- Think of a word that describes what the Gruffalo looks like.
- One thing that was different about life in the time of the Great Fire of London is …

An example comment:
These comments give children a choice of words of phrases. It may be that giving the children a choice will mean it will trigger them to think of their own.
- Choose the adjective that you think best describes the Gruffalo as a character
- The Gruffalo is terrifying.
OR
- The Gruffalo is ferocious.
- Which sounds better?
- First open the packet of seeds and then take one seed out. After that put soil into the plant pot.
OR
- Open the packet of seeds and take one seed out and put soil into the plant pot.

For learners who are as yet unable to read comments, a comment should be written onto their work and it should be read to them.

Monitoring, Evaluation and Review:

Our marking and feedback policy will be reviewed next in September 2022 by KIS teaching team to assess its implementation and effectiveness.   This policy is agreed on, implemented and promoted throughout our school.