


Principles of effective feedback

	Policy Name:	Feedback Policy
	Policy Date:	September 2022
	Review Frequency	2 years

Effective feedback causes children to think, address misconceptions and to target their learning needs. Our policy is informed by the research of [EEF Guidance report](#); may be in the form of verbal/written or whole class redrafting of work in response to feedback.

Effective and selective feedback

is completed with specific and targeted children as live marking in the lesson;

opportunities for pupils to improve planned for

uses worked examples in the input, in books and/or on working walls to scaffold thinking;

involves peer discussion/peer marking/redrafting/whole class feedback;

is in the moment and targeted to specific children's learning needs and ability to respond

is summative at the end of a unit to acknowledge how far a pupil has met the learning and gives personalised next steps that can be actioned.

At GUCS we give specific feedback with a task foci that recognises a child's hard work

Maths: daily targeted feedback that addresses misconceptions, before the start of the next lesson **either individually or whole class**

Literacy: a maintained high-standard with daily targeted feedback → reteach → respond



Guided Reading: as above for literacy

Foundation subjects: maintained high standard to include other foci including: peer and self marking, whole class retrieval to gauge prior learning and embedding of vocabulary

*Children: respond to all of the above in their **purple polishing pen**.*

*Teaching staff: **Tickled pink** and **Green for Growth** enables children to recognise where they have achieved the learning and aspects they need to develop.*

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VF	<i>Verbal feedback given</i>	I	<i>Independent work</i>		<i>Indicates a next step needed to move the learning on</i>
S	<i>Individual or group support given in the lesson</i>		<i>Indicates a grammar capital letter error</i>	sp _	<i>Indicates a spelling error</i>