

The purpose of feedback: To help pupils reflect upon and improve their performance. To help teachers understand how pupils have done in a lesson or task, in order to inform what or how they teach next. To resolve misconceptions and move learning forward.

Feedback and marking should always be purposeful and should not be onerous. Teachers should only ever record what is useful for the pupil or for themselves – marking should not be seen as a ‘job on the list’ but an important part of the learning process. Pupils should always, where at all possible, be part of this process to ensure that they understand the feedback that is given and how to act on it.

What Ofsted say about marking and feedback:

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning. While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.

The First Base approach:

In line with findings from the Assessment Commission, feedback at First Base will be delivered in three ways:



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

Type of feedback	Possible mechanisms
Immediate feedback	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • 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.
Summary feedback	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Can be delivered to whole groups or classes • Evaluates understanding of learning in the lesson • Should include element of self-assessment • May highlight pupils who require further support or a deeper look at their understanding/misconceptions
Review feedback	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve discussion with an adult regarding previous tasks and learning

	<ul style="list-style-type: none"> • Provides teachers with opportunities to assess understanding and long-term learning acquisition more deeply • Leads to adaptation of future planning
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As part of ongoing planning, and in line with the school’s internal assessment approach, teachers will identify what they want pupils to know and be able to do as a result of any teaching or activity. This information will be used to inform whether pupils need further support to grasp or retain a concept or whether they are ready to move on. Every lesson will contain a brief opportunity for an assessment of this, either through a simple practical task (e.g. can you count these beanbags in twos?), through questioning (e.g. how do you know that it is *ai* not *ay*?) or through a short task (e.g. a reasoning problem or some questions for pupils to complete to demonstrate their understanding). Teachers should ensure that these opportunities are given sufficient time and importance within the lesson and this should be a routine part of practice in every aspect of school life.

For each lesson learning logs (shown below) are filled out. They detail the lesson objectives for that child. ‘My voice’ can take many forms including children recording their own feedback in pictures or words, or an adult scribing something the child has said before, during or after the activity. ‘Adult voice’ allows staff to record specific details regarding how much support was required, what next steps they feel should be planned for the child or any other useful information.

English 	Date:	My voice...
	Lesson Objective:	
 Me Adult	Explicit vocabulary	Adult voice... (level of support, next steps, feedback)
	Instruction:	

Children are taught in small groups with a high level of adult support. Adults are able to give support, feedback and marking throughout most learning activities. This enables children to receive immediate verbal feedback and support/challenge as appropriate. Often this may happen collaboratively and could include:

- Spelling
- Grammar
- Punctuation
- Accuracy of calculations/mathematical processes
- Rephrasing
- Elements of transcription (e.g. orientation on the page, handwriting etc)
- Other aspects of the work that teachers wish to comment on

Once pupils have had the opportunity to ‘test’ their own understanding, they will record a traffic light colour to show how secure they feel their understanding is. Teachers can use this to help them understand how confident pupils feel in a given area of study. For more accurate pupil feedback with younger learners our RAG rating focuses on how much help was needed rather than on how difficult children found the work. Pupils are supported to develop their confidence in being honest in their rating of their work. Teachers or support staff should also add a traffic light colour to show how secure they feel the pupils’ understanding of a concept is. Where appropriate, teachers may wish to substitute traffic light colours for other icons or recognisable symbols, although this should not create confusion for pupils or extra work for adults. All work will be acknowledged in this way by teachers.

It was really hard and an adult helped me.	It was tricky and I had a bit of help. <i>(from a friend or adult)</i>	I knew what to do and I did it by myself.
		

Often children’s writing is marked with them as they are completing it or immediately after. Highlighters are used to identify key areas of success, using the following colours for each area;

Phonics, spelling

Punctuation

Interesting vocabulary

Self-corrected

Good letter formation is identified with the child and is ticked. ‘I’ and ‘S’ are used on the learning log next to each learning objective to indicate whether objectives were achieved independently or with support.

Children’s learning books are kept in the classroom book areas and children have access to the book area numerous times throughout the day. This gives regular opportunity for review and feedback reflect and for sharing learning with peers and adults.

Challenge cards are available in the classroom at all times to extend children’s learning. They are encouraged request challenge cards or can be given them by an adult. Adults set children challenges which give them the opportunity to apply the skills or knowledge that they have been practicing/acquiring during that lesson. This way, teachers are not putting a ceiling on children’s learning through set tasks.



The EEF research shows that feedback can be a very effective strategy for improving outcomes for pupils, when done well. Teachers will use their professional judgement to personalise and adapt the strategy so that it is meaningful and purposeful for every pupil in their class, while maintaining consistency with the school approach.

Policy reviewed: September 2024

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