

Putnoe Primary School

Feedback Policy

Last updated: September 2023

Contents:

[Introduction](#)

The Principles

1. [Lay the foundations of effective feedback](#)
2. [Deliver appropriately timed feedback that focusses on moving learning forward](#)
3. [Plan for how children will receive and use feedback](#)

The Method

4. [Written feedback](#)
5. [Verbal feedback](#)

Implementation

6. [The journey of change](#)

[Appendix](#)

[Glossary](#)

Introduction

Statement of Intent

Feedback focusses solely on improving and furthering children's learning.

Feedback directs or re-directs the child's actions to support them to achieve a goal, by aligning the activity asked of them with the desired learning outcome. Feedback gives clear strategies for improvement that result in better achievement for the individual, group or class.

Quality First Teaching as a pre-cursor for feedback; without it, feedback becomes irrelevant as there will not be clear aims and goals to work towards, or to scaffold the feedback on. Feedback is used only after identifying learning gaps, and is pre-determined by the use of formative assessment.

'All marking should be meaningful, manageable and motivating.'

(DfE, Workload Review Group)

Children, staff and parents/carers have a clear understanding of what to expect and the culture surrounding feedback and improvements, is fully embedded throughout the school.

The Impact of Feedback

Feedback has great effects on progress (+7 months) and effects can be seen across all subjects. Lower attaining children tend to benefit more from feedback. Evidence suggests that feedback on metacognitive and self-regulatory approaches have a greater impact for disadvantaged children and lower prior attainers.

What is feedback?

Feedback may come from a range of sources: teacher, teaching assistant, electronic sources or peers.

Feedback is information given to a child about their performance relative to learning goals or outcomes, with the aim of improving learning. It should aim to (and be capable of producing) improvement in students' learning.

Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective). Feedback broadly falls in to 3 categories: task, subject and self-regulation strategies. It provides specific information on how to improve in one of these three areas.

Feedback may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve.

1. Lay the foundations for effective feedback

Set Learning Goals (Quality First Teaching) and Assess Learning Gaps (Formative Assessment)



Set learning goals (which feedback will aim towards)

'Feedback can only build on something; it is of little use when there is no initial learning or surface information. Feedback is what happens second'

(2007, Hattie + Timperley)

Providing effective instruction is paramount. Without this, feedback will be left with too much work to do. In delivering effective teachers, teachers:

- build on pupils' prior knowledge and experience;
- avoid overloading pupils' working memory by breaking down complex material into smaller steps;
- encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills;
- deliver a carefully sequenced curriculum which teaches essential concepts, knowledge, skills, and principles;
- use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations;
- are aware of common misconceptions and prepare strategies to counter them;
- plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning;
- adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all (Early Career Framework); and
- provide pupils with tools and strategies to plan, monitor, and evaluate their learning.

Learning goals might be shared in the following ways (appendix i):

- Strengths and weaknesses discussion
- Model work
- What not to write
- Design question
- Choose-Swap-Choose

Assess learning gaps (which feedback will aim to assess)



Formative assessment refers to teaching that is adaptive of children's needs and using evidence about learning to adjust teaching so that it moves learning forward. Before providing feedback, teachers must clarify, share, and understand learning intentions and success criteria and elicit evidence of learning.

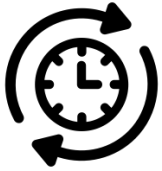
The five key strategies of formative assessment (William, 2018)

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1. Clarifying, sharing and understanding learning intentions and success criteria.	2. Eliciting evidence of learning.	3. Providing feedback that moves forward.
Peer		4. Activating learners as instructional resources for one another.	
Learner		5. Activating learners as owners of their own learning.	

Eliciting understanding might look like (appendix ii):

- Effective questioning
- All children responding at once
- Carefully designed tasks

2. Deliver timely feedback that focusses on moving learning forward



When is feedback given

Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. The timing of feedback is left to the careful judgment of the class teacher, but will always be prior to the next learning chunk of that subject.

During a lesson

Some children and learning require immediate feedback as the learning cannot move forwards without misconceptions being addressed. Also, sometimes errors are evident immediately, for example in music if something doesn't sound right, or in PE when the results are clearly visible straight away. Computer-aided quizzes also give immediate feedback,

Teachers may recognise common errors or misconceptions early on, and decide to intervene immediately either with the whole class (re-teach), group or individuals.

Examples of feedback given during a lesson might be:

- Metacognitive planning (appendix iii)
- Metacognitive monitoring (appendix iii)

At the end of a lesson

In each lesson, usually nearer to the end, children self-assess their work against given, hared and understood learning goals and success criteria. This enables children to reflect on their learning and successes within the lesson, and gives both themselves and their teacher immediate feedback.

Examples of how success criteria might be used, are (appendix iv):

- Lists of success criteria for children to 'tick'
- Colour coding of success criteria within work
- Traffic light against the learning goal
- Reflective comment
- Metacognitive evaluating

Sometime after a lesson

Other tasks may not reveal errors so quickly. For example, children may be less likely to recognise their errors early on when completing a piece of writing.

Focus on Moving Learning Forwards

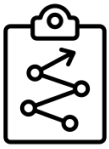
Feedback falls in to 3 categories: task, subject and self-regulation strategies. It provides specific information on how to improve (appendix v):

Task (its outcome and advice on how to improve when doing that specific type of task)

Subject (and the underlying processes within that subject)

Self-regulation strategies (how pupils plan, monitor, and evaluate their work).

3. Plan for how children will receive and use feedback

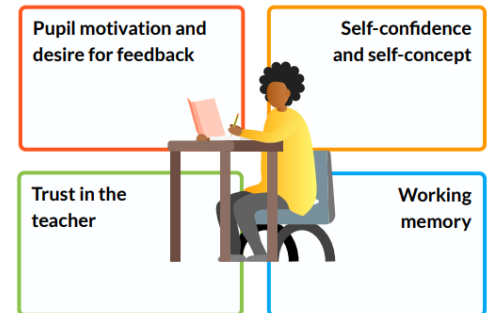


We plan for how children will receive and use feedback to ensure that they can act on the feedback given.

Children will receive feedback on all pieces of work / learning. This will either be through written marking or through verbal feedback, either given to the individual, group or class. Decisions around the methods and timing of feedback are left to a teachers' professional judgement and will be based on the teacher responding to the particular learning context of an individual child.

Teachers will look at all pieces of work/learning before the subject is taught again (usually within the same week), so that feedback given can impact positively on the next chunk of learning within a subject.

Careful planning is required to provide time and opportunities for pupils to use the feedback given to them. Staff know that a 'one size fits all' approach many not be so impactful. Teachers consider the following 4 factors when planning how and when to give feedback:



How might teachers prepare children for feedback?

At the start of each school year, and at regular points throughout the year, teachers speak with children about what feedback is and its purpose. The language of feedback is used in all lessons, and children know that the aim of feedback is to make their work or learning 'even better'.

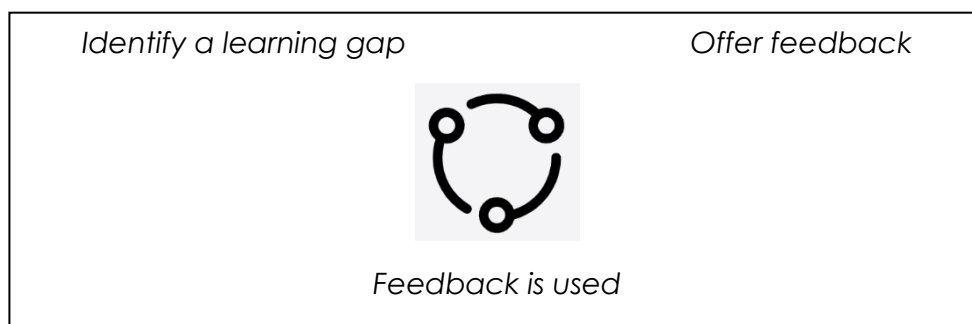
Taking into consideration the 4 factors above, teachers may prepare children to receive and act upon feedback in the following ways:

- Discussing the purpose of feedback
- Modelling the use of feedback
- Providing clear, concise feedback
- Ensure children understand the feedback given to them



Feedback is thought of as a windscreen, rather than a rear-view mirror. We consider feedback as a 'recipe for future action' and it needs to impact the future work that a child will undertake.

Each interaction forms part of a 'feedback loop', as follows:



Post-feedback activities

Teachers may plan for feedback activities, and might use some of the following approaches (appendix vi):

- Detective activities
- Class discussion of feedback
- Three questions
- Correcting errors and editing work
- Completing similar problems with feedback in mind
- Redrafting work

Self-reflection/assessment

Children assess and monitor their progress throughout a lesson, usually using the shared Success Criteria. They are able to talk about which parts of the learning they have fully understood, and which areas they still need to work on.

Self-reflection happens during and at the end of a lesson, so that children either have time to work on the areas not yet achieved within the lesson, or, know what they need to do in their next lesson.

Peer feedback/assessment

Often children are able to explain misconceptions in a way that other children understand; by giving children the role as 'teacher', self-esteem can be boosted and children develop their understanding of a concept by explaining it to others.

For subjects such as Writing, where children are writing for a purpose or specific audience, peers often offer another viewpoint on a piece of work and can help to evaluate how well a piece of work achieves its goal.

4. Written feedback



Written feedback is usually given after a task has been completed and is usually intended for the child to read and action on their own.

Written feedback includes such things as written comments, mark, scores, live marking, marking codes, or a combination of these. This is also known as 'marking'. We recognise that written marking is only one form of feedback, and can be heavily time-intensive, and can have less impact than verbal feedback.

We know that effective instruction (quality first teaching) is the most important factor to impact on children's progress, and prioritise the time within the working day for teachers to plan this effectively. Where written feedback is considered the most appropriate method to use, staff will use a green pen so that their comments are easily identifiable for children.

When written feedback is given, it will fulfil the principles set out in 1-3 of this document. The choice of verbal or written feedback is left to teachers, who can better judge what is most appropriate.

Effective written feedback

Written feedback can come in many forms. Some examples of what written feedback might entail are (appendix vii):

- Live marking
- Coded marking
- Thinking like the teacher
- Written comments

5. Verbal feedback



Verbal feedback typically involves spoken comments from the teacher, either to an individual, group or class. It tends to be more immediate than written feedback and usually happens within a lesson, either during or immediately after a task.

Verbal feedback is impactful and less time-intensive than written feedback. Verbal feedback is an integral part of quality teaching – it can be pre-planned and highly structured, or more spontaneous as misconceptions and errors arise within a lesson.

When verbal feedback is given, it will fulfil the principles set out in 1-3 of this document. The choice of verbal or written feedback is left to teachers, who can better judge what is most appropriate.

Verbal feedback can be delivered in a number of ways. It might be delivered:

- Whole Class Feedback
- Specific Group Feedback
- Individual Feedback

In the classroom, verbal feedback might look like (appendix viii):

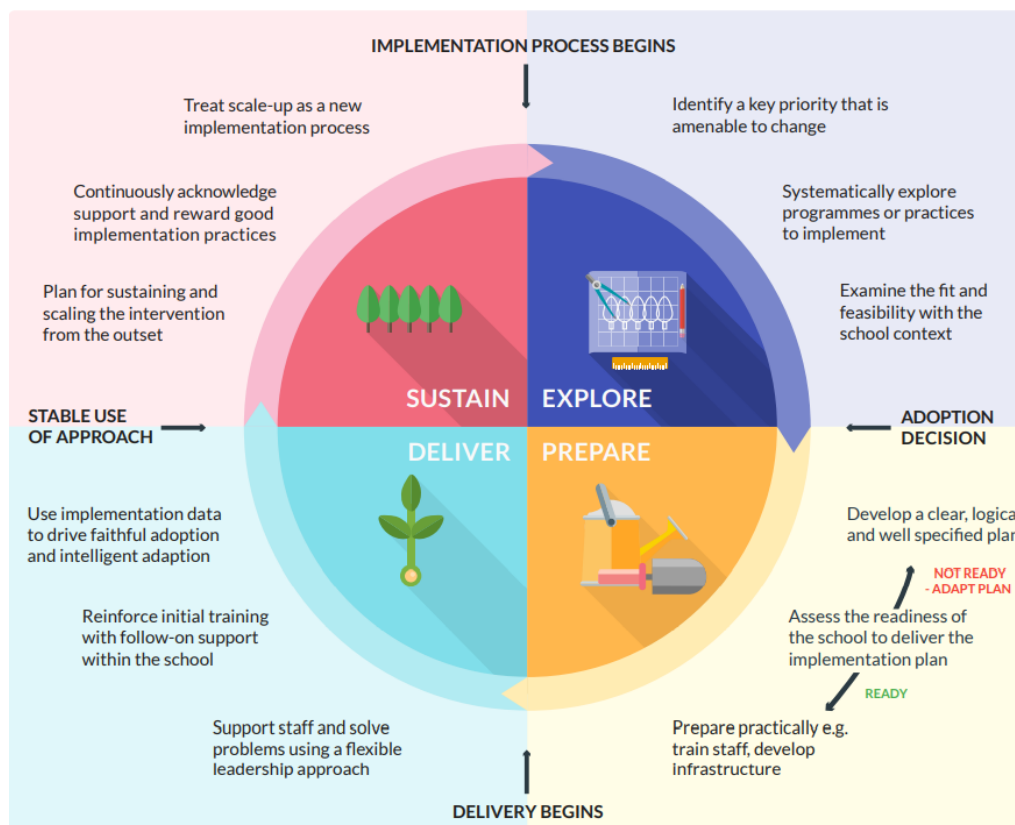
- Targeting verbal feedback at learning intentions
- Action points
- Verbal feedback using a visualiser
- Video or audio recording

6. We understand that implementing a feedback policy is a journey



We recognise that our previous feedback policy was prescriptive, with teachers being told what to write, in which colour and how regularly written feedback in books was expected. This policy is quite different to this, and we recognise that a change as significant as this will entail careful consideration and regular reviews and adaptations, as it develops over time.

This policy is purposefully non-prescriptive. We recognise that teachers are highly trained and skilled professional, who know the individuals in their classrooms best. Ultimately, effective teaching and feedback will lead to strong progress in attainment.



Explore

Monitoring has shown that feedback practices have previously varied within school, and we want to make a change to key principles of feedback to ensure high quality teaching and learning for all children.

We have enthusiastic teachers, some more experienced than others, and some that are familiar with the school, with others being new to their roles. We are at the point where we need to establish key principles for all staff to follow.

We have examined multiple feedback and marking policies and evaluated what would fit well with our school context. We know that our teachers are strong at their roles and can make decisions about the most suitable type of feedback for each individual.

Prepare

The draft Feedback Policy has been shared with staff so that they have the opportunity to share their views. Once finalised, all teaching staff will receive explicit training on the Feedback Policy and principles.

The principles of feedback will be shared appropriately with parents and carers, so they are aware of what to expect when they see their children's work throughout the year.

Deliver

Initially, we will run the new Feedback Policy for four weeks, at which time we will hold a formal review with teaching staff. We will also interview children from across the school. There will be an identified member of the Senior Leadership Team that will take a lead on any queries, questions comments.

Attainment data will be analysed to see if there are any significant differences in progress to what was expected.

Further training will be put in place in Autumn 2, once any specifics from the trial period have been examined and agreed upon. This may involve CPD session with teachers and/or teaching assistants, team teaching, lesson visits or peer support with other teachers.

Sustain

We recognise that the shift to a less structured and prescriptive feedback policy will mean that books for different children, from different classrooms, and from different year groups will look different to one another, which may lead to some additional challenges when monitoring books. Therefore, we will monitor the use and impact of feedback in a variety of ways, which may include:

- Regular learning walks
- Interviews with teachers
- Interviews with children
- Book looks
- Progress meetings

Appendices

Appendix i

Learning goals might be shared in the following ways (appendix i):

- Strengths and weaknesses discussion
- Model work
- What not to write
- Design question
- Choose-Swap-Choose

What *might* sharing learning intentions look like in the classroom?

First, teachers need to have a clear idea of what the learning intention is and should share this with pupils. As Royce Sadler remarked, 'the teacher must possess a concept of quality appropriate to the task'²⁵, and this is what their feedback will direct pupils towards.

There is limited evidence supporting specific techniques that teachers can use to set and share learning intentions. However, we can draw from suggestions for practice. Dylan Wiliam offers several²⁶ and these techniques were deployed in Embedding Formative Assessment (Dylan Wiliam and Siobhan Leahy):

- **Strengths and weaknesses discussion:** share with pupils anonymised examples of other children's work, without informing them which you think is high or low quality; discuss the strengths and weaknesses of the work and use this discussion to construct a rubric for successful work in that area.
- **Model work:** share excellent examples of previous pupils' work; discuss with the class what makes this work high quality. You may wish to focus on particular elements of the model answers.

- **'What not to write':** discuss with the class a list of 'what not to write'. This could follow a presentation to the class of an incorrect pupil response to a task; these are sometimes referred to as 'non-examples'.
- **Design questions:** this could be a strategy for KS2–5 pupils where, closely guided by the teacher, they design a question (and accompanying answer) for a topic they are learning.
- **'Choose-Swap-Choose':** a strategy where a teacher asks pupils to do the same thing multiple times, before working with a partner to identify which attempt was most successful. For instance, in KS1 a teacher may ask pupils to write the letter 'd' ten times. Each student could then circle which is their best attempt before swapping with a partner and discussing whether they agree with their choice. This provides an opportunity to discuss the quality of work and this technique could be used across subjects and phases.

Establishing and sharing the learning intention provides the teacher and pupil with a shared understanding of the 'concept of quality' that they are aiming for. Feedback can then be used to move pupils towards this concept.

Appendix ii

Eliciting understanding might look like (appendix ii):

- Effective questioning
- All children responding at once
- Carefully designed tasks

What *might* 'eliciting evidence of learning' look like in the classroom?

To provide high quality feedback, a teacher also needs to implement the second formative assessment strategy: assess where a pupil's learning gaps are for a given task or skill. Only then can they provide feedback that targets these weaknesses.²⁷ This will require effective formative assessment of pupils' understanding using carefully designed tasks, activities, and questioning to reveal pupil thinking before providing feedback on this thinking.

Once again, there may be limited evidence for the use of specific strategies, however, there are examples of techniques informed by evidence that may be useful, many of which were used in Embedding Formative Assessment.²⁸ These strategies are not new and are used as part of many teachers' daily practice:

- Effective questioning;
- All student response systems; and³⁰
- Carefully designed tasks.³¹

Effective questioning:²⁹ This enables teachers to assess pupil understanding, interpreting pupils' responses to questions to determine what feedback to provide. Teachers should ensure they are asking all pupils for responses and consider using techniques such as 'no hands up'. They should provide sufficient 'wait time' for pupils to respond and carefully frame questions so that they reveal more about a pupil's thinking. Additionally, a teacher should listen closely to a pupil's response, paying attention not only to whether they get the correct answer but, rather, try to interpret

how a pupil is thinking and what this reveals about their understanding. This will inform the feedback the teacher then gives.





All student response systems:³⁰ These aim to assess the whole class' understanding of a topic, which may then inform the feedback offered. For quick checks, consider using practical approaches such as mini-whiteboards, true or false (or red and green) cards, or thumbs up or down. 'Hinge point questions' also offer a potentially useful technique: these are multiple choice questions where each incorrect answer demonstrates a pupil error in understanding. Ideally, answers will be very quick to assess in the lesson, so a teacher can use these questions mid-lesson, to assess where to go next and what feedback to offer.³¹ At the end of a lesson, pupil exit passes may be useful where pupils respond to questions on an exit pass before handing them in.

Carefully designed tasks: Whatever task is being undertaken, teachers should design 'tasks with feedback in mind',³² so that the tasks provide evidence to the teacher on what a pupil is thinking. Whether pupils are responding to a series of questions or writing an extended piece of work, whether they are engaging in practical tasks or conducting a discussion, whatever the task, the teacher should ask themselves, 'Will the task reveal what the pupil is thinking, and can I use this to give feedback?' If not, they may need to redesign the task. See **Box 1** for an example from the teaching of apostrophes in English.

Appendix iii

Examples of feedback given during a lesson might be:

- Metacognitive planning (appendix iii)
- Metacognitive monitoring (appendix iii)

	KNOWLEDGE OF TASK	KNOWLEDGE OF STRATEGIES	KNOWLEDGE OF SELF
<p>PLANNING</p> <p>Before you start the task</p> 	<p>HAVING A THOROUGH UNDERSTANDING OF THE TASK AND SETTING CLEAR GOALS</p> <p>Do I understand the purpose of the task? What does success look like for this task, what is my goal? Have I done one of these before? Have I done a similar task before? What prior knowledge do I have? How does this connect to what I already know? What is my plan for undertaking this?</p>	<p>EXPLORING THE DIFFERENT WAYS TO APPROACH THE TASK AND SELECTING A STRATEGY</p> <p>Where could I start? What strategies have I used in the past to solve similar problems? Is there a better one? How do I find out? What is my strategy for attempting this task? Should I use multiple strategies? What resources do I need? What support might I need from the teacher or my peers to persist?</p>	<p>CONSIDERING WHAT I ALREADY KNOW AND HOW MY EMOTIONS AND BEHAVIOURS</p> <p>How have I responded and performed in similar tasks? How have similar tasks made me feel? How confident do I feel about drawing upon my prior knowledge and experiences? How confident do I feel with managing myself: my motivation, the learning environment, and my relationships? What aspect of the task will challenge me and require my focus? How can I keep motivated in this task?</p>
<p>MONITORING</p> <p>During the task</p> 	<p>ASSESSING THE PROGRESS I AM MAKING TOWARDS MY GOALS</p> <p>Am I sticking to my plan? Am I making enough progress to meet my goals? Do I understand what the task is asking? How is this task building on my prior knowledge?</p>	<p>CHECKING THE EFFECTIVENESS OF MY STRATEGY AND MAKING ANY NECESSARY AMENDMENTS</p> <p>Am I using the strategy in my plan? Is my strategy/are my strategies working? Do I need to stop using this strategy and look for another? Are my supports helping, do I need others? Have I got everything I need?</p>	<p>CONSIDERING MYSELF, UPDATING WHAT I KNOW AND MY FEELINGS AND ENGAGEMENT LEVELS FOR THE GIVEN TASK</p> <p>Am I successfully drawing upon my prior knowledge and experiences? Am I successfully managing my motivation and behaviour? Am I successfully managing myself: my motivation, the learning environment, and my relationships? Am I finding this challenging? Did I correctly identify the challenging aspect(s) of this? How am I dealing with the challenge?</p>
<p>EVALUATING</p> <p>After the task</p> 	<p>APPRAISING THE SUCCESS OF MY PLAN AND HOW THIS MAY INFLUENCE FUTURE SIMILAR TASKS?</p> <p>Did I stick to my plan? Did I accomplish my goal? How successful was I in all aspects of the tasks? How could I improve on my performance next time? What new knowledge and connections have I developed during this task?</p>	<p>REVIEWING THE EFFECTIVENESS OF MY STRATEGIES AND THEIR ROLE IN FUTURE TASKS</p> <p>Did I stick to my strategy? Did my strategy work? Would I use this strategy again next time? Are there other resources or strategies that might be useful next time? Could I do this with less support next time?</p>	<p>REFLECTING ON MYSELF, MY NEW KNOWLEDGE, MY FEELINGS AND HOW I MIGHT MANAGE THEM IN THE FUTURE</p> <p>Did I successfully draw upon my prior knowledge and experiences? Did I successfully manage my motivation and behaviour? Did I successfully identify where the challenge might be? Did I deal with the challenge successfully? What have I learned about myself?</p>

Appendix v – Example of how Success Criteria might be used

- Lists of success criteria for children to 'tick'

Vocabulary
Success Criteria:

- Find the key word in the text. Highlight / underline / circle it.
- Scan for the word in the text. Highlight / underline / circle it. The pictures may be help you to find the word.
- Look for any prefixes/suffixes or root words that you recognise.
- Read the whole sentence that the word is in.
- Copy the word exactly – it must be copied correctly.
- Think of a synonym for the word. Put this back into the text to check that it still makes sense.

- Colour coding of success criteria within work

Semi-colon/colon
Inverted commas
Exclamations
Commas in a list

Purpose- first person tense
Expanded noun phrases for description

- Traffic light against the learning goal

I don't get it!
I need some help understanding.

I think I understand but I need a little support.

I understand and can try this on my own.





- Reflective comment

Today, I found multiplying 2 2-digit numbers difficult because I kept forgetting to put the 0 as a pace holder. Tomorrow, I will write 0 on a post it on my book to help me to remember.

- Metacognitive evaluating

	APPRAISING THE SUCCESS OF MY PLAN AND HOW THIS MAY INFLUENCE FUTURE SIMILAR TASKS?	REVIEWING THE EFFECTIVENESS OF MY STRATEGIES AND THEIR ROLE IN FUTURE TASKS	REFLECTING ON MYSELF, MY NEW KNOWLEDGE, MY FEELINGS AND HOW I MIGHT MANAGE THEM IN THE FUTURE
<p>EVALUATING</p> <hr/> <p>After the task</p> <hr/>	<p>Did I stick to my plan? Did I accomplish my goal? How successful was I in all aspects of the tasks? How could I improve on my performance next time? What new knowledge and connections have I developed during this task?</p>	<p>Did I stick to my strategy? Did my strategy work? Would I use this strategy again next time? Are there other resources or strategies that might be useful next time? Could I do this with less support next time?</p>	<p>Did I successfully draw upon my prior knowledge and experiences? Did I successfully manage my motivation and behaviour? Did I successfully identify where the challenge might be? Did I deal with the challenge successfully? What have I learned about myself?</p>

Appendix vi - Feedback focused on Task, Subject or Self-regulation strategies

	Feedback more likely to move learning forward			Less likely
	Task  <i>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.</i>	Subject  <i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i>	Self-regulation strategies  <i>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.</i>	Personal  <i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i>
KS1 examples	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: '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.'	'Great work—you're brilliant at maths!'
KS2 examples	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'

What *might* effective and time-efficient written feedback look like in the classroom?

Although the impact on workload needs to be monitored, written feedback, if delivered effectively, can support pupil progress. So, what *might* high-quality, workload-conscious written feedback look like?

First and foremost, in order to be effective, written feedback likely needs to reflect the principles of effective feedback explained in **Recommendations 1 to 3**. As such, it will be preceded by effective instruction (including considered formative assessment), will be timed appropriately, will focus on the task, subject, and/or self-regulation (reflecting the examples in **Table 2, Recommendation 2**), and there will be careful consideration of how pupils receive and then use feedback.

Beyond these broad principles, we lack evidence on specific strategies and methods for delivering written feedback that may be impactful (both for improving pupil attainment and reducing teacher workload). Drawing from our expert panel, the experience of practitioners, and our interpretation of the theoretical literature, we suggest that the following strategies could prove useful (alongside other strategies that schools may devise themselves):

- **Live marking** (see Charles Dickens Primary School case study). ‘Live marking’—where marking is given during rather than after the lesson—can be enacted in a variety of ways so that it proves an efficient approach. It may be undertaken with individual pupils during typical class teaching (careful consideration of the learning and focus of all pupils during this time is important) or it may be modelled to the whole class collectively using tools such as a visualiser (see the case study in **Recommendation 5** for more on this tool). This method may well save teachers time although teachers should still ensure that the feedback given is thoughtful and purposeful (rather than just adding the teacher’s pen to books for the sake of it) and that pupils are provided with opportunities to use it. The approach may also allow for additional verbal interaction with pupils, which may support the understanding of feedback.

- **Coded marking.** Using the shared understanding of the ‘concept of quality’ that teachers have devised for a task (**Recommendation 1**), a teacher can design (or develop in consultation with their pupils) a number of codes which they can use to mark pupil work. Indeed, 84% of primary teachers and 58% of secondary teachers surveyed in the review of practice stated that their school feedback policies recommended the use of written marking codes.⁹⁰ For example, for Amelia’s aforementioned history essay (**Recommendation 3**), her teacher could devise coded marking focused on the learning intentions of the task. These codes could be in the form of letters that correlate to aspects of a high-quality essay:

- **R:** Does this answer **refer** to the question?
- **E:** Does this offer clear **evidence** to substantiate your argument?
- **C:** Does this address the **causes** and **consequences** of key events?
- **A:** Does this **analyse** and present both sides of the argument?
- **P:** How can you **proofread** this to make your point more clearly?

The teacher could add these codes in the margin where these elements are present—or lacking—and may then prompt Amelia to make specific corrections or redraft the essay using the codes as prompts. If these codes were used over a number of tasks, Amelia may be asked to review previous work to compare and evaluate her performance on particular skills. Amelia could even use the codes herself to plan, monitor, and review her own work providing they have been fully explained and understood.

- **'Thinking like the teacher'**. The quality of written feedback may be constrained by the quality of planning, editing, and reflection exhibited in pupils' written work. Before the teacher expends significant effort on targeted written feedback, pupils could spend time pre-empting teacher comments and editing and revising their work (with scaffolds and modelling used where appropriate). This is likely to make the opportunity cost of written feedback more of an opportunity for meaningful learning.
- **Written comments**. It is worth noting that written comments can be effective and should not be rejected by teachers because of the opportunity cost associated. Indeed, they may offer an invaluable opportunity to provide task, subject, and self-regulation feedback. The key is to carefully consider when they are offered, ensure they include useful information (see **Recommendation 2**), and carefully monitor the time being spent on them. A teacher may not need to give them all the time, for every task, and if they are taking the time to provide them, they should ensure that this time is not wasted, ensuring that pupils are then given ample opportunity to use and act on the feedback (**Recommendation 3**).

What does my feedback mean?

CL – Missing / Unnecessary capital letter

Sp – Spelling mistake

P – Missing / Unnecessary / Incorrect punctuation

^ – Add a word

✓ – Success Criteria met

 – Success Criteria met

 – Needs editing/correcting

What *might* effective verbal feedback look like in the classroom?

As discussed, effective verbal feedback is likely to need to reflect the principles of effective feedback explained in **Recommendations 1 to 3** (and will mirror the examples offered in **Table 2, Recommendation 2**).

Beyond these broad principles, we suggest here some methods that *might* be useful:

- **Targeting verbal feedback at the learning intentions.** Using verbal feedback that explicitly uses the language set out in your initial learning intentions and directs pupils' attention back towards this could support more structured and focused verbal feedback. For instance, you may have designed a 'pre-flight checklist' at the outset of a task as a class. This checklist may have set out the success criteria for the task, ensuring that all were clear about the learning intentions. Your verbal feedback, whether at an individual or whole-class level, could refer specifically to this, providing a targeted and focused discussion.⁹⁵
- **'Action points'.** Pupils may find it challenging to process detailed verbal feedback. As such, encouraging pupils to write down (or record in a recording device) and summarise the actions or goals resulting from a detailed verbal conversation may overcome the often transitory nature of verbal feedback (mitigating 'I forgot what you said, Miss!'). It is crucial that opportunities are then provided for pupils to act on this feedback and close the feedback loop.
- **Verbal feedback using a visualiser.** Pupils may find verbal feedback to be too abstract and separate from the task. By offering feedback whilst showing previously completed or currently ongoing work via a visualiser, the teacher can both maintain focused feedback on the task whilst also using the example to model and discuss learning intentions (see the Grove School case study).
- **Video or audio recording.** The global Covid-19 pandemic, which led to sustained partial school closures, led to teachers adapting and using new digital modes of feedback, which they may continue to use.⁹⁶ For example, some applications offered teachers the digital means to record verbal feedback for pupils. This could be used to provide pupils feedback that they could replay, which could perhaps support their retention of it. However, as we state in our [Using Digital Technology to Improve Learning](#) guidance report, 'as with all uses of technology, success will ultimately be determined by the quality of the pedagogy underpinning a programme's design'.⁹⁷ Put simply, it is the quality of feedback that trumps the mode of feedback. Using technology to record feedback may prove both an efficient and effective approach, however, the key consideration is to ensure that it fulfils the principles of effective feedback (**Recommendations 1 to 3**). See the Sandringham School case study for an example of the use of audio recorded feedback in art.

Verbal feedback is considered by schools 'across the board ... to be a constant, and a vital part of teaching and learning'.

Velda Elliott et al. (2020)⁹²

Feedback form

Learning goal:		Subject:	Date:	Staff member:
Children that did not achieve the learning goal: 		Other misconceptions, not necessarily relating to the learning goal 		
Action:		Special mention to:		
Early morning / keep up afternoon work with teacher				
Early morning work/ keep up afternoon with TA				
Whole-class input at start of next lesson (re-teach)				
Group feedback within next lesson				
Individual feedback within next lesson				

Glossary

Quality First Teaching Quality First Teaching (QFT) means high quality inclusive teaching together with our continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing of a child's progress.

Self-Regulation The control that someone has over their emotions, actions and thoughts, through the use of self-monitoring, self-evaluation and self-reinforcement.

Metacognition Awareness and understanding of one's own learning and thinking processes.

Formative Assessment Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

Success Criteria A success criteria is a list of features that a teacher wants the children to include in their work during the course of a lesson.