



Feedback Policy

Date	Review Date	Coordinator
September 2020	September 2021	K Whitehead

At St Mary's, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation and other expert organisations. The Education Endowment Foundation (EEF) research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: Meaningful, Manageable and Motivating. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core a number of principles, with a key aim of having a positive impact on pupils:

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;

- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit (Appendix 1) to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their future planning and teaching. Further subject specific guidance and SEND guidance can be found within this policy.

Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback - at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward - further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. Summative feedback - tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

These practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, 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 of further challenge • May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> • Mini plenaries • 1:1 discussions • Small group discussions • Interventions • Adapted lesson content
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or task • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peer- assessment against an agreed set of criteria • May take the form of a quiz, test or score on a game • May be used in addition to a teacher's learning evaluation 	<ul style="list-style-type: none"> • Some evidence of self - and peer- assessment • Quiz and test results may be recorded in books or logged separately by the teacher
Feedforward: 'the next step is the next lesson'	<ul style="list-style-type: none"> • The initial part of the next lesson will be spent giving 	<ul style="list-style-type: none"> • Celebration of good examples

<p><i>Professional judgement will be used to ensure all abilities are supported and challenged.</i></p>	<p>feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work.</p> <ul style="list-style-type: none"> • Whole class 'Bee even better if ...' are analysed daily and errors and misconceptions addressed in subsequent lesson e.g. Checking capital letters are used for names. <p>KS1 - up to max. of 2 focus areas KS2 - up to a max. of 3 focus areas</p>	<ul style="list-style-type: none"> • Evidence in books of pupils editing and redrafting their work in green pen • Teacher completed learning evaluations (for each lesson, see appendix)
<p>Summative</p>	<ul style="list-style-type: none"> • 'Pollen Check' activities • End of unit or term tests or quizzes 	<ul style="list-style-type: none"> • 'Pollen Check' activities in books • Quiz and test results

How this will be implemented

Most lessons will be followed up with an editing/follow up time, at the beginning where children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses.

Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses. After each lesson, the teacher will read through the children's work, noting strengths and areas to develop in the next lesson, highlighting any pupils with specific needs (to support or extend understanding). Where appropriate children's work will be used to celebrate successes and help support further development.

The teacher will share extracts from pupils' work, using either the visualiser or by typing out a couple of lines and displaying them on the interactive whiteboard, at first showing good examples of work.

The teacher might:

- showcase someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights.
- share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules.
- point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it.
- show a couple of pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid

- share another example requiring work on a specific feature, which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved.

Children will then have a short period of time to proofread their work, checking for similar errors and putting them right. Children will sit in mixed ability pairs and support each other in the identification and correction of mistakes. In their pairs they read together each other's work, and suggest improvements, alterations and refinements which the author of the piece then adds - in green pen to help the teacher see what changes the child has made.

Addendum September 2020

Due to the current Covid 19 restrictions, sharing of resources is to be avoided and therefore peer to peer assessment/training is not to be used until deemed appropriate. This is to be reviewed in line with changes to government guidance.

Intervening when children find editing hard

A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1 in particular may need more support as they learn to become more independent, although many young children are quite able to edit and proof read independently after teacher modelling.

As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. These levels of intervention are outlined below:

1. Some children may need a **gentle prompt** to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer - 'description' perhaps or 'ambiguous pronouns' or 'figurative language' or 'and then' with a red cross through it. This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson.
2. Others might need even **more support** and need to be provided with clues to help them. For example, the teacher might need to draw a yellow box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumped or the same sentence structure over-used. Or they might need to write a comment at the end saying there are 8 run-on sentences or 5 instances of non-standard English.

In KS1 and for some Reception children, premade stampers are available to prompt children to look for certain mistakes. The 'Hive to bee-ing amazing' prompt sheets (see appendix) should be used with KS2 classes until these basic skills are securely in place for most of the class. Certain individuals may need to carry on referring to these longer until the checklist is thoroughly internalised.

3. Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some **direct work modelling** how to overcome these: for example, to clear up the confusion with apostrophe use. The teacher might

set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error.

4. An adult might then **support the group in identifying areas to develop** e.g. where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs. But what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

The strategical minimal marking triangle



We will start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children take up time: let them struggle for a while, but above all makes sure they are the ones doing the hard work, not you.

Sometimes it is children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an ever better piece of writing might look like.

- Use of the teacher toolkit (success criteria) to support daily editing.
- Use their work in modelling and then expect them to do the same.

Celebrating Children Bee-ing Successful

In line with the Behaviour policy, success in work will be celebrated, through the use of:

Stickers and stamper

House points and Class DoJos

Positive notes home

Over and above postcards

Show work to the Headteacher

Reviewing Work and Target Setting

On a half termly basis, children and teachers will have time to hold at 1:1 writing review to look at their work and to set targets (KS1 -max 2, KS2 - max 3). These targets be recorded and referred to in order to support progress future work. As with all feedback, the child will be primarily responsible for noting when these have been achieved.

Feedback in RE

After a lesson, teachers will complete a learning evaluation sheet. Assessment of learning will be linked to the RE 'Driver Words' that are associated with the Age Related Expectations (ARE) as outlined in the RE Curriculum. This assessment will be used to inform future planning and provision and will be used to ensure progress.

Feedback in EYFS

In Early Years Foundation Stage staff focus on providing verbal feedback to pupils through children initiated and adult focus learning.

In addition, staff also:

- Carry out written observations as pupils learn through play
- Annotate work and photographs
- Assess specific learning objectives carried out in adult focus activities on focus sheets
- Initiate regular discussions with pupils about their work
- Mark work with stickers and stamps

Feedback in maths

Teachers gain valuable feedback through formative assessment, whilst learning is happening. This can be through the recap activity at the start of each lesson, through targeted questioning and through both the Teacher and Teaching Assistant monitoring what is being written by the children during the lesson. This should be used to steer the course of the lesson, giving immediate support or extension to learners. Common misconceptions should be planned into the lesson to ensure children avoid the same mistakes.

Further to this, a Throwback Thursday lesson should be planned into the teaching sequence to allow teachers to assess learning which has been retained from the previous week's lessons and allow time for consolidation of understanding.

Both the Teacher and the Teaching Assistant should reward correct responses through praise or housepoints, tick correct answers and encourage children to use correct vocabulary to talk about how they solve calculations or problems.

Children who require further input should be given immediate support through additional manipulatives, different examples or quick, directed guidance from the teacher. Incorrect answers should be marked with a 'c' to allow children to self-correct. It should be made clear that answers which are close to being correct will still need to be corrected as accuracy is imperative.

Children who are excelling should be stretched through questioning and challenged by the teacher. If additional material is necessary, it should allow a broader experience of the same objective, not the next step.

After the lesson, a short session of 'Keep Up' or 'Challenge' should take place. Children who are confident in their learning should be given an independent challenge to complete, allowing the teacher time to work with a 'Keep Up' group of children who may require additional input. This should allow all learners to be ready for the next step in the following lesson.

Feedback in Foundation Subjects

After a lesson, teachers will complete a learning evaluation sheet. Assessment of learning will be linked to the objectives on our assessment journey document and will be used to inform future planning and to ensure progress.