



Feedback Policy

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Ratified by: A Millichip

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'We believe that every child is made in the image of God; inherently valuable and unique amongst God's creations.'

'We are an inclusive and welcoming family who celebrate each other's achievements.'

'Our Christian Values are at the heart of all that we do; nurturing a sense of belonging and shared identity.' School Vision 2019

At St James’s CE Primary School, we recognise the importance of effective feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful of workload implications of written feedback; the research surrounding effective feedback; and research from cognitive science regarding the fragility of new learning.

We understand that effective feedback should concentrate on moving learning forward, targeting the task, subject and self-regulation strategies:

Task/ clarification	Subject/ sophistication	Self-regulation strategies/ motivation
<p><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></p>	<p><i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject areas.</i></p> <ul style="list-style-type: none"> • <i>Connecting</i> • <i>Comparing</i> • <i>Contrasting</i> • <i>Deconstructing what pupils know and can do</i> 	<p><i>Feedback is focused on the learner’s own self-regulation (see REACH as part of our Behaviour policy). 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></p>

Our policy is underpinned by evidence of best practice from OFSTED and the Education Endowment Foundation (EEF).

The 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 learning;
- 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;
- Provide specific guidance on how to improve and not just tell the students when they are wrong.

We are mindful of teacher workload and know that written marking is a key contributing factor to workload. As such we have investigated alternatives to onerous written marking, providing 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**.

Key principles:

- Before providing feedback, teachers will provide high quality instruction, including use of formative assessment strategies;
- Effective and timely feedback is integral to ensuring the 'keep up not catch up' philosophy;
- The sole focus of feedback should be to further the children's learning;
- Careful consideration will be given to how children receive feedback. Pupil motivation, self-confidence, trust in the teacher and capacity to receive information will all be carefully considered;
- Feedback should empower children to take responsibility for improving their own work – adults should not do the hard thinking for the pupil;
- Teachers will employ strategies to encourage learners to welcome feedback, and monitor whether pupils are using it;
- We do not provide additional evidence for external verification;
- Written comments should be age appropriate and used only for pupils who are unable to identify their own errors, even after guided modelling by adults;
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments added at a later date;
- Children should receive feedback as part of the lesson or at the next appropriate lessons as part of the 'next step';
- Feedback is part of the school's wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
- New learning is fragile and can be forgotten unless explicit steps are taken over time to revisit and review learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore when planning, teachers ensure that they plan tasks that elicit understanding and learning.

Questioning:

We recognise that thoughtful questions are one of the most powerful learning tools a teacher possesses. Careful questioning can reveal the breadth and depth of pupil understanding and uncover misconceptions. A range of questions will be used throughout the lesson to unwrap and understand the concepts that children hold.

Feedback in practice:

It is vital that teachers are continually evaluating the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three 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. Review feedback – the feedback is given as a result of a review after the lesson. This will be appropriately spaced to ensure secure retrieval.

At St James's CE Primary School, these practices can be seen in the following ways:

Type	What it looks like:	Evidence for observers
Immediate	<p>Takes place within the lesson with the whole class, small groups or individuals identified. Often given verbally to pupils for immediate action.</p> <p>May re-direct the focus of the teaching or the task.</p> <p>May include annotation according to the agreed codes.</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> • Progress sweep – teacher aims to check in with every child. • Dot marking – adult draws a dot where the child needs to revisit the success criteria or area for improvement/correction. • Responsive teaching – verbal feedback throughout the lesson – learning is moved on or groups revisit. • Live marking – marking in books during lesson. • Model work – share excellent examples of pupils' work and discuss with the class what makes this work high quality. • Reminder, scaffold, example – structure for effective verbal feedback. 	<ul style="list-style-type: none"> • Lesson observations • Learning walk • Annotations in books
Summary	<p>Takes place at the end of a task or lesson. Often involves the whole class or group. Can take the form of self and/ or peer assessment. Pupils tick or highlight the Learning Objective according to their confidence in their own learning against an agreed set of success criteria.</p> <p>May guide the teacher's further use of review feedback, focused on areas of need.</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> • Strengths and weaknesses discussion – share anonymised examples of work – discuss strengths and weaknesses of the work and use this discussion to construct a rubric for successful work in that area. 	<p>Lesson observations.</p> <p>Learning walks</p> <p>Self-assessment in books against the Learning Objective.</p> <p>Evidence of peer assessment in books.</p>

	<ul style="list-style-type: none"> • Plenary – group or whole class evaluation against success criteria. • Self-assessment – children use an agreed success criteria to reflect on and improve their own work. • Peer marking – the criteria for this is respectful, specific and helpful. 	
Review	<p>Takes place at appropriate times away from the point of teaching. May involve some written comments/ annotations for the pupil to respond to. Provides the teacher with opportunities for assessment of understanding. Leads to adaptation of future lessons through planning, grouping and altering the task. May lead to targets being set for pupils' future attention, or immediate action.</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> • Corrective review – notes are made on strengths, common issues and teaching points – see Whole Class Feedback Sheet, appendix 1. This informs planning and next steps. • Pre-teaching – a small group/ individual identified who require some learning prior to the lesson to ensure that they are able to access the new vocabulary and concepts. • Corrective, same day teaching – a small group/ individual who require an additional sessions after the lesson where they need additional support to achieve the learning objective. • Whole class or group editing sessions – focus on editing and improving work. Teachers model this to share good examples and identify common misconceptions. • Redrafting – children redraft a section of work. • Book check – SLT and teachers evaluate a small group of pupils work regularly, providing feedback and next steps. 	<p>Acknowledgement of work completed. Written comments where appropriate with responses/ actions from the pupils. Adaptation to teaching sequence, tasks or instruction when compared to planning. Use of annotations.</p>

Feedback English:

A key difference in English is the focus on editing as being part of the writing process. All extended writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for improvement/ development. Teachers will have identified strengths and weaknesses from the previous lesson. Pupils who have done particularly well or those requiring further teacher input will have been identified. This will be done alongside direct teaching input to help the children to identify and address their own weaknesses. This may be done by sharing examples of what a good one looks like, exploring what not to write or adult modelling. Following a period of time to proof read their own work, pupils will visit improvement stations where they will either work with support from an adult or independently to identify:

1. Spelling errors
2. Punctuation errors and/ or omissions
3. Sentence length, type and variation
4. Stylistic features

Pupils may work in mixed ability pairs for the purpose of identifying and correcting errors.

This increased focus on editing will mean that children will be able to focus on quality over quantity. There will be fewer separate pieces of work in books, but the development of skills and progress will be clear.

Following the pupils editing and improving their own work, adults will then provide feedback on the final piece using the following agreed codes:

Sp in the margin	There is a spelling error that you are able to correct independently in this paragraph/ line dependent on the child's age and spelling ability.
//	This needs to be a new paragraph. Why?
^	Check again as something has been omitted – word, punctuation or something else.
GG	This work has been produced as part of a guided group.
Wiggly line under a group of words/ sentence	Check again – does this make sense?

Feedback in maths:

Maths lessons are broken down into component parts and many of the tasks will be marked by the pupil themselves in order for them to identify their own strengths, errors and areas for improvement. Where appropriate, teachers will collect scores from the pupils from quizzes or low stakes tests.

As pupils work through their Power Maths tasks, the pupils themselves and the adults will continually assess success and confidence towards the learning objective. They will then make a decision if the pupil is ready to progress to the next part of the lesson or requires further practice. This way pupils can reflect on where they may have made any errors. Adults will provide instant feedback so that children feel confident to apply their learning further.

Checking and correcting involves thinking deeply about the learning. When you think deeply about something, it is much more likely to be stored in your long-term memory, available for recall as and when necessary. Therefore teachers should avoid providing the answers, and use other methods to model ways of checking and then expect the children to do the same, in effect, 'proof reading' maths. Children might repeat a calculation to check that they have the same answer. For addition calculations involving more than two numbers, pupils might re-order the numbers to see if they still have the same total. Teachers will model how pupils can use inverse operations as a method of checking.

In all subjects, pupils will be encouraged to re-read their work 'thinking like a teacher' to identify any errors; check their work against an agreed success criteria including the use of vocabulary associated with the area of learning; and self-assess their progress towards the learning objective in the way agreed for their class.

Appendix 1: Teaching Overview sheet

Work to praise and share	Need further support
Presentation	Basic skills error
Misconceptions and next lesson notes for review	

References:

[Education Endowment Foundation – Teacher Feedback to Improve Pupil Learning: Guidance Report](#)

[DfE Teacher workload: Marking Policy Review Group](#)

[Education Endowment Foundation: A Marked Improvement? A review of the evidence on written marking](#)

<https://primarypercival.weebly.com/blog/no-written-marking-job-done>

'Pupil Book Study An Evidence – informed Guide to Help Quality Assure the Curriculum' Alex Bedford John Catt Publication

'Rosenshine's Principles In Action' Tom Sherrington John Catt Publication

Marking is a hornet – Joe Kirby blog

The new no marking policy in my school and how it works – Clare Sealy blog

Giving feedback the Michaela Way – Jo Facer blog

Whole Class Marking – Toby French