Feedback Policy

March 2018

To be reviewed by September 2019

The Purpose of Feedback:

1. To recognise the effort the pupil has directed into a learning activity.

2. To indicate to the pupil how successful they have been in their undertaking of a particular learning activity.

3. To draw the pupil's attention to errors they may have made or aspects of their work in need of improvement and to explain and demonstrate how said errors can be rectified or how said aspects can be improved.

4. To enhance or further the pupil's learning and engender greater progress. This may include orally asking questions which require greater depth of thought or consideration on the pupil's behalf or by the setting of additional tasks in the pupil's book, which are aimed at extending or developing their understanding of the subject of the learning activity.

Our Approach:

We believe that purposeful and constructive feedback on progress within a lesson, or longer sequence of learning, is a fundamental and essential element of effective teaching and learning.

In our school, teachers should take every possible opportunity to make meaningful assessments of pupils' progress in lessons, and endeavor to make interventions 'in the moment': supporting pupils by advising them on which components of their learning are progressing successfully, which could be improved or developed further and how they might go about making these adjustments. When receiving feedback orally, whilst they are still in the process of completing a given learning activity, pupils have the opportunity to engage in dialogue with teachers, allowing them to clarify and confirm their understanding and then act immediately on any advice received.

Senior Leaders have considered the outcomes of several research projects published by the Department for Education and believe that they support our own anecdotal experience, that pupil progress is accelerated when the large majority of feedback is provided orally and 'in the moment'. We do not require teachers to annotate books to identify where exactly oral feedback has been provided, as we believe that strong progress over time, is itself evidence of effective teaching and learning processes, including feedback.

We also encourage teachers to make the very most of opportunities for pupils to engage in well-managed and purposeful peer-evaluation. By proactively teaching pupils how to develop their ability to partake in focused dialogue about their learning and affording regular opportunities to do so, we will engender an environment where 'feedback' becomes a multi-lateral process and, as a result, pupils may develop a deeper understanding of taught concepts and become more confident and capable in assessing their own progress and develop areas.

Planned lessons should regularly incorporate substantial periods where children are given the opportunity to work independently whilst the teacher circulates the classroom, making meaningful and purposeful interventions, in the form of 'in the moment' feedback, allowing pupils to experience greater success against the learning objective and success criteria.

The Practice of Feedback and Marking:

Learning Objectives & Success Criteria

Every lesson must have a clear Learning Objective. This should be explained and clarified (including any potentially challenging vocabulary) before a learning activity commences. The teacher must take all reasonable steps to ensure that all pupils understand **what** they are learning and **how** they will be going-about any activities.

Pupils should also be provided with Success Criteria, which outline which specific steps the pupil should take in order to fulfill the overall Learning Objective. Success Criteria may be provided by the Class Teacher or generated by the class as part of the initial stages of the lesson.

Every piece of work must be assessed against the Learning Objective and the correct stamper used. (See appendix 1.)

Where a pupil is consistently failing to 'achieve' the learning objective, Teacher planning and provision-mapping should demonstrate which actions are being taken to address the situation. Teachers should expect such scenarios to be discussed at termly Pupil Progress Meetings.

Oral Feedback

As detailed above, we believe that the most effective feedback is delivered orally, frequently and at a time where it can still have an impact on the learning that the pupil is undertaking, i.e. during the lesson. The teacher should be aware of the approximate degree of progress that each pupil is making within a lesson and should intervene to provide feedback at every given opportunity. This is in order to address misconceptions at the earliest possible juncture and stipulate which further actions pupils need to undertake to further improve their work, and thus, deepen their understanding of the subject of the learning activity.

Pupils should receive positive praise and encouragement, clearly audible to their peers, when they are applying themselves well to their learning and, where applicable, given reassurance that they are progressing well. Where a pupil has completed a particular component of a given activity, which is demonstrative of their likelihood to fulfill the overall Learning Objective, this should be shared with the class – providing an example for others and hopefully helping to develop the confidence and self-esteem of the pupil in question.

Teachers should also plan for opportunities to read through longer pieces of writing with pupils, either individually or in small groups, and hold a constructive dialogue around what aspects of the work can be considered as strengths and which need to be developed. The teacher should also model effective and relevant examples, either orally or in writing.

Written Feedback

Where the teacher considers it most appropriate, sometimes feedback may be provided in writing, in pupils' work books.

1. **Marking to recognise the effort the pupil has directed into a learning activity:**

Most feedback of this nature should normally be delivered orally. However, the Class Teacher may choose to write a short, positive comment to recognise effort and hard work.

2. **Marking** t**o indicate to the pupil how successful they have been in their undertaking of a particular learning activity:**

This should be undertaken by use of the correct stamper, inked next to the Learning Objective.

There is no requirement for teachers to write comments which replicate the Learning Objective. For example: 'Well done. You have solved word problems involving multiplication', would not be necessary, as pupils should be taught that the green 'You have achieved…' stamper indicates that they have been successful against the primary learning objective.

3. **Marking to draw the pupil's attention to errors they may have made or aspects of their work in need of improvement and to explain and demonstrate how said errors can be rectified or how said aspects can be improved:**

Where possible and as stated above, the teacher should strive to address misconceptions within the lesson (or as a general learning point, further on within the sequence of learning). However, on occasion, the teacher may decide to offer written feedback on how to address errors – This might, for example, include accurate written modelling of how to undertake a particular calculation or process in a pupil's mathematics book.

Where the teacher detects 'secretarial' errors within a pupil's work, they should be clearly identified. Selected inaccurate spellings should be corrected at the bottom of the page and

should be written out three times (correctly) by the pupil. The teacher should indicate incorrect application of punctuation where appropriate. **Spelling errors should be underlined and punctuation errors circled.**

Where the teacher detects, after the lesson has finished, that a pupil has clearly failed to understand a task and/or has serious misconceptions about the lesson, these should normally be addressed orally at the earliest juncture. However, in some circumstances, the teacher may choose to provide written feedback, if it is their professional opinion that this is the best way to help the pupil make the required progress in the relevant area.

Where the teacher detects a significant proportion of the class has clearly failed to understand a task and/or has serious misconceptions about the lesson, forward-planning should be amended to reflect and rectify the issue.

In Mathematics books, correct answers should be ticked and incorrect responses have a dot placed next to them.

4. **Marking to enhance or further the pupil's learning/conceptual understanding and engender greater progress:**

English (Including written work from across the broader curriculum):

After an extended piece of writing, and where oral feedback has not already been provided, the teacher may decide to provide the pupil with a 'next step'. This should relate to a skill or text-specific feature that they need to demonstrate or include in subsequent writing, in order to demonstrate further progress. Teacher comments should, where appropriate, include modelled examples.

Next steps should be carefully considered by the Class Teacher and they should be confident that subsequent writing activities will allow pupils the opportunity to employ the skills/knowledge referred to.

Mathematics:

Our approach to the teaching of mathematics dictates that teachers should, as frequently as is appropriate, but in as many lessons as possible, provide pupils with a further 'challenge'. These should be activities which provide the pupil with the opportunity to apply the skills or knowledge being learned in a more challenging, and often further contextualized, manner. These 'challenges' may often involve further tasks/activities which involve problem solving and/or the application of reasoning skills. Challenges will normally be inserted into pupils' workbooks and allow for the effective progression and deepening of skills and conceptual understanding.

'Challenges' should be taken from appropriate sources, such as, but not restricted to, the White Rose schemes of work (SoW) or the National Centre for Excellence in the Teaching of Mathematics 'Teaching for Mastery' assessment activities. (Links to these resources are included at the conclusion of this document.)

Peer/Group Evaluation

The Class Teacher should plan to maximise opportunities for peer and group evaluation. The skills required to effectively perform these forms of assessment should be taught regularly to pupils and modelled by the Class Teacher / Teaching Assistant.

Where peer evaluation is recorded in pupils' workbooks, purple ink should be used.

Indication of adult/peer support

All learning recorded in books is to be assumed 'independent', unless adult/peer support is indicated beneath the completed activity.

CT – Class Teacher led

TA – Teaching Assistant led. (TA in question should also record their initials.)

G -   Peer support provided. (E.g. Learning Partner or Group work.)

Useful Links:

White Rose SoWs and Assessment Materials:

https://www.tes.com/resources/search/?authorId=4583504

NCETM Mastery Assessment Resources:

https://www.ncetm.org.uk/resources/46689

Reducing teacher workload research projects commissioned and published by the Department for Education:

https://www.gov.uk/government/publications/teacher-workload-challenge-school-research-project-reports

Marking Stampers Code (appendix 1)

	The pupil has fulfilled the Learning Objective successfully.
	The pupil has demonstrated new learning and has taken some steps towards fulfilling the Learning Objective.
	The pupil has failed to demonstrate any progress and has not taken any steps towards fulfilling the Learning Objective.