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Feedback Policy

At the Federation of Skelton Newby Hall and Sharow CE Primary Schools, 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.

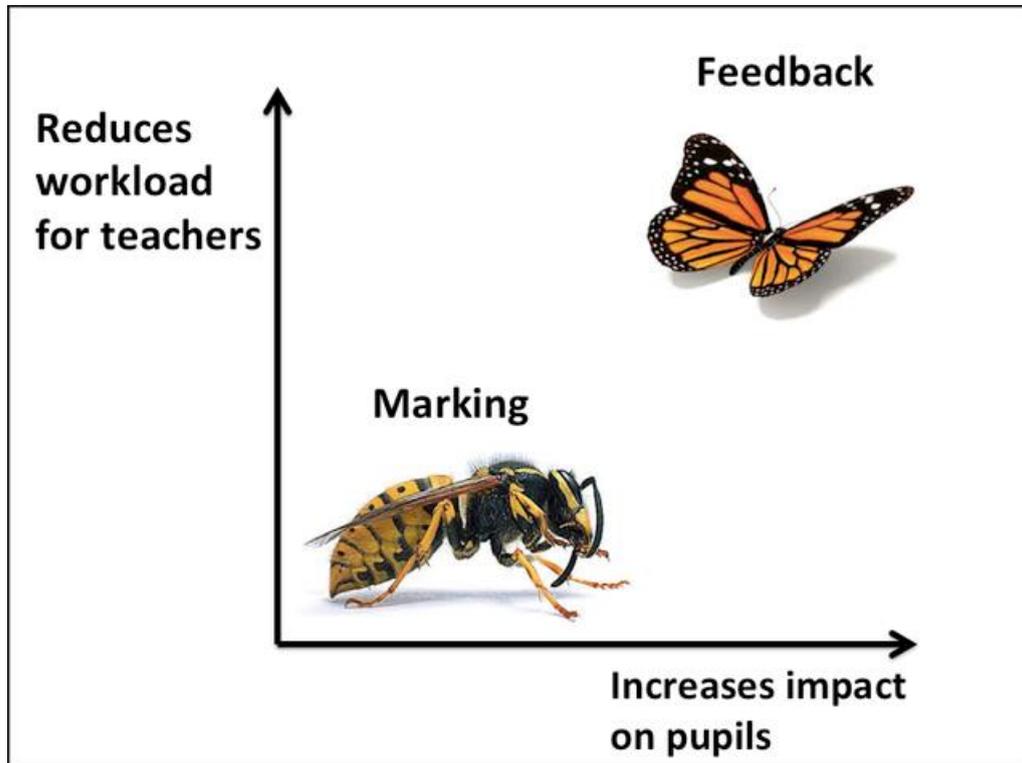
To realise our vision of flourishing together, we live out the following values which are reflected in our feedback policy. We recognise our **community** by providing feedback for each other. We show **courage** and **creativity** in changing what we do and trying it out in order to find a better way. We find **forgiveness** for ourselves when we make careless mistakes, and **joy** in newfound learning. **Love** and **respect** are shown in the sensitivity we use when appraising in the language we use and the way it is delivered.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation 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:

- 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.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh 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, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure

Types of feedback

Much of our daily pedagogy consists of **oral formative feedback**. Live verbal feedback has the strength of being instant and integral to effective learning and progression. The dialogue that takes place between the teacher or teaching assistant and the child, or between children can dramatically impact on progress and help children to adjust, develop, correct and enrich the work that they produce.

Self-marking ensures that pupils can have immediate validation on their successes. **Peer-marking** encourages dialogue and the development of key skills such as independence and the ability to evaluate learning.

Teaching self-checking involves teaching pupils to think deeply about the work they have just learnt. Otherwise, they might just scan through their work, reading but not really thinking.

When you think deeply about something, it is much more likely to get stored in your long-term memory. As Daniel Willingham says: 'memory is the residue of thought.' To teach pupils to think about their work, we regularly model ways of checking (as an alternative to providing answers). We expect pupils to do the same.

Written feedback may be provided to support children who find it difficult to identify errors to support their journey to independence.

All written feedback marking must use the cursive script demonstrating our pursuit of excellence in handwriting.

In Practice

Feedback occurs at one of four 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 feed-forward – 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

The stages are numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective, especially for younger pupils. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

1	Immediate	<p>Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc.</p> <p>May take place in lessons with individuals or small groups</p> <p>Often given verbally to pupils for immediate action</p> <p>May involve use of a teaching assistant to provide support of further challenge</p> <p>May re-direct the focus of teaching or the task</p>
2	Summary	<p>Takes place at the end of a lesson or activity</p> <p>Often involves whole groups or classes</p> <p>Provides an opportunity for evaluation of learning in the lesson</p> <p>May take form of self or peer- assessment against an agreed set of criteria</p> <p>May take the form of a quiz, test or score on a game</p> <p>In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</p>
3	Feed-forward	<p>For writing in particular, often a large part of the next lesson could be spent giving 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> <p>Errors and misconceptions are addressed in subsequent lessons.</p>
4	Summative	<p>Regular mini tests or quizzes</p> <p>New learning is fragile and often forgotten unless steps are taken over time to revisit 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, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is secure (2, 6 and 12 week intervals).</p>

The Feed-Forward Process

If a child completes an activity with inaccuracies, it is either due to carelessness or misunderstanding. As teachers, it is our responsibility to teach children so that they do understand and have the knowledge to complete a task accurately.

The use of success criteria allows feedback to be specific and actionable as possible, increasing the likelihood of pupil progress.

Teachers complete an assessment and feedback form after each lesson.

Children who are secure with the learning will be identified with a tick.

Children who are not yet secure with the learning will be identified with a cross. Notes should be made to identify any area of weakness.

The teacher will then consider if whole class teaching is needed to secure learning, or if small group or individual support is required. This is recorded on the form. This assessment will then feed into planning for the next lesson.

Even if the whole class do not have the same gap in learning, practice consolidates previous learning for those who have already grasped the concept and supports the transfer to long-term memory.

Work that is a good example of learning is selected to share with the class. (e.g. Captured to share on the whiteboard)

Rewards are awarded for outstanding effort or resilience.

The next lesson should be designed to take account of the next steps.

Maths

Whenever possible, children are provided with the answers after completing four or five questions. This may be achieved by using a calculator, checking with a friend that they agree or referring to answers provided by the teacher. This allows children to self-assess and address misconceptions or difficulties at an early stage.

Children can be supported in finding their errors by providing a prompt sheet to support independence.

Find my mistake (column addition)

- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

This approach places the onus on the learner to check their work and identify their own errors which is fantastic for their learning. But like anything, pupils must be taught how to do this.

English

Showcase good practice - For example, a teacher might showcase someone whose letter heights have the ascenders and descenders just right. Children can then be asked to look at their work and rewrite one sentence from it, making sure they pay attention to letter heights.

Redrafting approach for mistakes - For mistakes, the teacher might share an example of an anonymous or fictional piece where the child has made an error.

The children would then suggest how this might be improved. They might spend time with a partner – normally mixed ability pairs – seeing if they also made this error in their writing. Together the children reflect on if the text could be improved by editing.

Key Stage 1

Key Stage 1 (especially with pupils who find writing hard anyway), the teacher often sets them a group editing challenge to do with an adult after the initial input. As such they can leave the rest of the class to get on with their paired editing.

EYFS

In Early Years most feedback will be given orally, normally at the point of learning.

Support

Some pupils will need a gentle prompt to narrow down their focus when hunting for mistakes. We can provide scaffolding through a quick comment alerting them of errors. Or even a simple pointer; ‘description’, ‘ambiguous pronouns’ or ‘figurative language’.

Others might need even more support. 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.

Where mistakes are deeply entrenched, the teacher may need to do some direct work modelling how to overcome these. For example, to clear up the confusion with apostrophe use.

Who wrote it?

Children use a purple pen when editing or marking work.

Adults use a green pen when writing comments.

The ‘No more marking’ approach should not be interpreted as ‘no more looking at children’s work on a daily basis’. Teachers need to know their children inside out – partly due to the attention they pay to reading their work.