


# All Saints' Church of England Primary School



## Feedback Policy

Date approved by FGB	January 26
Date for review	January 28
Signed by COG	

***'The most powerful single moderator that enhances achievement is feedback'***

John Hattie

***'...the impact of feedback is 124 times more cost effective than reducing class sizes'***

Higgins/Sutton Trust Report

## **Section 1 - Introduction**

At All Saints' CofE Primary School, 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 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
- provide specific guidance on how to improve and not just tell students when they are wrong
- 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 ways to 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.**

### **Manageable, Meaningful and Motivating Marking and Feedback**

**Manageable:** marking and feedback practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to planning and teaching lessons.

**Meaningful:** marking and feedback varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and to incorporate the outcomes into subsequent planning and teaching.

**Motivating:** Marking and feedback should help to motivate pupils to make progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging

comments or verbal feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

It is vital that we, as teachers, demonstrate to pupils how to respond to comments or improvement prompts in their work. Modelling, at all levels and in all classes will ensure pupils respond appropriately with sufficient thought and effort to make a difference in their work. Over time, children’s responses will mature although the highest expectations should extend to corrections, improvement prompts and additional challenges.

## Section 2 - Key Principles

Our policy on marking and feedback has at its core a number of principles. Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit 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 them to adjust their teaching both within and across a sequence of lessons. Therefore:

- the sole focus of feedback and marking should be to further children’s learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- All pupils’ work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.
- 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

## Section 3 - 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 teaching. Effective feedback is an important part of the learning process which can be:

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 or complete an additional challenge
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 table:

Type	What it looks like	Evidence
Immediate Feedback	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching within the course of</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>Learning walks</li> </ul>

	<p>the lesson, including mini-whiteboards, bookwork, etc.</p> <ul style="list-style-type: none"> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of an adult to provide support of further challenge</li> <li>• May re-direct the focus of teaching or the task</li> </ul>	<ul style="list-style-type: none"> <li>• Book monitoring</li> <li>• Pupil voice</li> </ul>
Summary Feedback	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self or peer assessment against an agreed set of criteria</li> <li>• May take the form of a quiz, test or score on a game</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of self – and peer-assessment</li> <li>• Quiz and test results may be recorded in books or logged separately by the teacher</li> </ul>
Next lesson feedforward	<ul style="list-style-type: none"> <li>• Challenge activity</li> <li>• Corrections completed independently or through verbal feedback with an adult or peer</li> <li>• Spotlight sessions</li> <li>• Small groups with adult from class</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Evidence in books of pupils editing and redrafting their work in green pen</li> </ul>
Summative feedback	<ul style="list-style-type: none"> <li>• End of unit assessment which may include hot task, quiz or test to check understanding</li> <li>• Application of skills task eg through problem solving and reasoning questions</li> </ul>	<ul style="list-style-type: none"> <li>• Book monitoring</li> <li>• Lesson observations Learning Walk</li> <li>• Test/quiz scores</li> <li>• Target sheets</li> </ul>

***The expectation is that every piece of learning completed by each child will receive some form of acknowledgement and/or feedback and regular examples of all of the following marking and feedback techniques should be evident in every pupil's books. The frequency of this will depend upon the age of the pupil and the type of learning activity. Teachers will ensure that any marking completed away from the pupil is shared with them before the next lesson in that subject to ensure that feedback is meaningful, motivating and allows the pupil to act upon it.***

## Verbal Feedback

Verbal feedback and dialogue should be embedded within every session. It should be specific to the learning objective (and success criteria) and should identify both positives and next steps so that the pupil has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. When this is given, a 'VF' and a word, phrase or example to summarise feedback given, will be recorded next to the piece of learning (e.g. VF – adjectives). During learning walks, pupils will be expected to discuss such feedback and how they are improving their learning.

## Whole Class Feedback (WCF) - addressing common misconceptions

Rather than marking individual pieces of learning and giving written feedback to individuals, class teachers may use whole class feedback to address common errors or misconceptions. Teachers will identify these common errors or misconceptions by reviewing the learning. This could be a pit stop in the lesson or will inform planning for the next lesson. Teachers will write **WCF** at the bottom of a child's learning to indicate that this is whole class feedback.

## Self- and Peer- Assessment

We aim to involve the pupils as far as possible in the analysis and constructive criticism of their own learning. This is a gradual process, built up over the years. The first stage is to get pupils to mark their own work, leading on to peer-assessment as they become confident with the process.

Stage 1 Pupils can identify their own successes with ease if the learning objective is clear. Pupils are encouraged to identify the best elements of their work and share these with another pupil, a small group and sometimes the whole class. This helps to increase self-esteem and focuses on the positive elements within a piece of work.

Stage 2 When pupils are confident at stage 1, they can begin to identify areas in their work where improvements could be made. The pupil can then work with a response partner, or an adult, to affect an improvement.

Stage 3 Pupils identify an area to be improved and make the improvement as part of the lesson. This can also work with pairs, especially when paired discussion is part of the class culture.

In Key Stage 1 pupils should be taught to self- and peer-assess in a meaningful way, against the learning objective (and success criteria where appropriate). By Key Stage 2, the pupils should be able to self-and peer-assess regularly.

**All self- and peer-assessment should be moderated by the class teacher.** The pupils should use self- and peer-assessment to identify next steps and when appropriate write this in their book using their editing pens or initial their peer assessment to identify who has assessed the work.

## **Section 4 – Expectations**

### **Feedback**

- Every piece of work should be acknowledged by the class teacher.
- Where appropriate, class teachers can write a personalised comment when distance marking.
- Impact is evident from feedback given. Please refer to Sections 3 and 5 for what this should look like.
- Children should also respond to punctuation, presentation and spelling. High expectations must be kept at all times.

### **Presentation**

- The long date and title to be displayed at the top of the page.
- Most children will handwrite the title and underline with a ruler. Where support is required, labels can be used.
- A best example of child's handwriting must be displayed on the inside front cover of every book. This should be on a flap which can be seen by the pupil when the book is open. This should be updated at least twice a year. This must be referred to if the standard of handwriting drops below what is displayed. See example in Section 7.

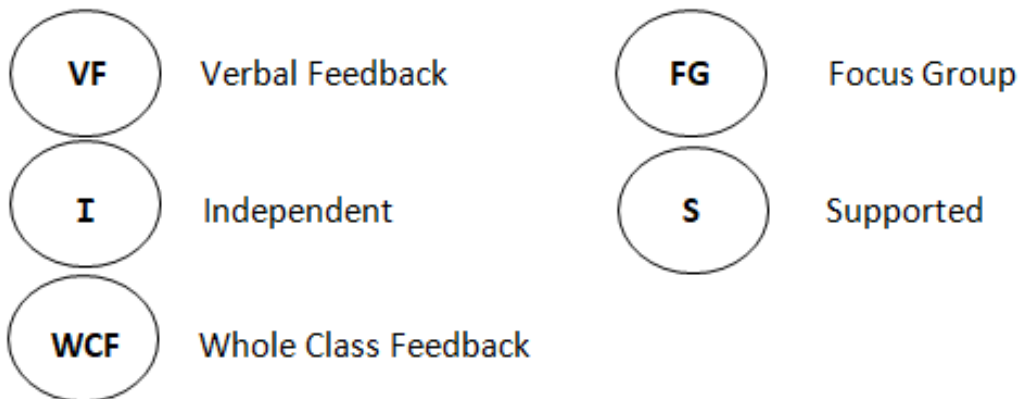
### **Maths Presentation**


- The short date and title to be displayed at the top of the page.
- Most children will handwrite the title and underline with a ruler. Where support is required, labels can be used.
- 1 digit in each square
- A best example of child's presentation must be displayed on the inside front cover of every maths book. This should be on a flap which can be seen by the pupil when the book is open. This should be updated at least twice a year. This must be referred to if the standard of presentation drops below what is displayed. See example in Section 7.
- Challenge sheet to be stuck to the left of the page and questions answered to the right.


### **Foundation Subjects (without a book)**

- Evidence is recorded every lesson.
- Verbal feedback given in every lesson.
- Impact of verbal feedback should be obvious in the recording of the next lesson.

## Section 5 – Approved symbols



 Answer is correct

 Answer is incorrect – try again...

## Section 6 – Examples of effort comments

- Fantastic contributions during whole class discussion.
- Excellent use of (practical resources).
- Well done for selecting...
- Well done for listening and acting on feedback.
- Great persevering.
- Great resilience shown today.
- I am really proud of...

Section 7 – Examples of presentation slips

