

FEEDBACK POLICY

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At Redwood 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.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation which 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. Therefore, marking should be: **Meaningful**, **manageable** and **motivating**.

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;
- We do not provide additional evidence of feedback 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.
- 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.

Within these principles, our aim is 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.

Feedback in practice

It is vital that teachers evaluate the work that children undertake in lessons.

Teachers should use the information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process and when the teacher feels it is appropriate:

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 ways:

Type	What it looks like	Evidence (for observers)
Immediate (Assessment for Learning)	<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 or further challenge• May re-direct the focus of teaching or the task	<ul style="list-style-type: none">• Lesson observations/learning walks
Summary	<ul style="list-style-type: none">• Takes place at the end of a lesson or activity• 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• In some cases, may guide a teacher’s further use of review feedback, focusing on areas of need	<ul style="list-style-type: none">• Lesson observations/learning walks• 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">• Action points* are given to pupils <i>where appropriate</i>. These are analysed daily and errors and misconceptions are addressed in the same or subsequent lessons. This could be done individually, in small groups or whole class follow-up. Mop-up interventions may be used to fill gaps.• In response to marking, lessons may be spent giving feedback to the class/individuals/small groups about their strengths and areas for development, and giving time for	<ul style="list-style-type: none">• Lesson observations/learning walks• Evidence in books of pupils editing and redrafting their work in purple pen.• Evidence of teachers’ giving purposeful action points and response to marking by pupils.

	development areas to be worked on and improved through proof reading and editing their work. <ul style="list-style-type: none"> Children’s responses to action points are checked by the teacher 	
Summative	<ul style="list-style-type: none"> ‘Check it’ activities End of unit or term tests or quizzes 	<ul style="list-style-type: none"> Check it activities in books Quiz and test results

***Action on Feedback**


Time needs to be planned for pupils to read and act upon written feedback. Suggested actions should be specific and achievable in a short space of time. Actions which begin with, ‘remember to ...’, are unlikely to lead to improvement. Examples of achievable action points are as follows:

- Identify two places where you could have started a new paragraph. Use this symbol //
- Write out your first sentence again, adding three adjectives.
- Look at problem 4. Look at the words I have underlined and use them to have a go at solving the problem.


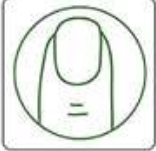
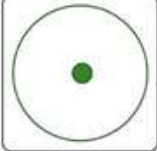




Marking Toolkits

Teachers plan the success criteria for Literacy/Writing lessons using objectives from the National Curriculum. These are written in a child-friendly way and form a marking toolkit for children to self-assess their work. They also help to ensure teachers’ marking is focussed and informs their future planning and assessment.

An example of a Key Stage 2 Marking Toolkit

		<i>What? To draft a biography</i>		★
<i>Why? To inform the reader about a person’s life</i>				
<i>Tools to success:</i>		Pupil	Peer	
<i>I can use past tense</i>				
<i>I can use 3rd person pronouns</i>				
<i>I can use subheadings to organise information</i>				
<i>I can use a comma after a fronted adverbial</i>				
<i>Capital letters and end of sentence punctuation</i> <input type="checkbox"/>	<i>Year 3 and 4 spellings correct</i> <input type="checkbox"/>	<i>Paragraphs</i> <input type="checkbox"/>	<i>Cursive joined handwriting</i> <input type="checkbox"/>	
I	WS	IS		

An example of a Key Stage 1 Marking Toolkit

<i>Learning Objective - To form a coherent narrative (Beginning Bear under the Stairs)</i>				
				
				

Marking toolkits are not used for every writing task in order to give pupils the opportunity to apply the skills they have learnt without prompts and reminders.

Marking for younger pupils/pupils with SEND/pupils with EAL

For younger pupils and those with SEND or EAL, feedback is usually given immediately and verbally. Work in books may not be marked in the same way as that from other pupils as this may not be understood. In this case, marking symbols will be used to show that discussion has taken place between the child and an adult. Picture symbols (eg for finger spaces or capital letters) are also used to help children understand what they have done well and what needs to be improved where appropriate. Some teachers use colours to help younger pupils or those with SEND/EAL to reflect on their learning eg **pink for think** and **green for great**.

FEEDBACK SYMBOLS

Positive feedback/reinforcement	v followed by a comment
Action point	→ followed by an action point
Correct	v
Wrong	.
Answer corrected	C
Verbal feedback	V
Class marking	CM
Self marking	SM
Paired marking	PM
Work done with support	WS
Independent scaffolded work	IS
Independent work	I

Motivational feedback	Dojo Points Stickers Mini-certificates Head Teacher's Award Postcards home
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