Feedback Policy

Encourage, Guide, Support, Celebrate

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Introduction

The purpose of feedback is to ensure that the correct knowledge 'sticks' in students' memories. There is one clear answer for when or what feedback has the best impact. The way we – at Aughton St Michael's CE – will evaluate if feedback is effective is whether the children can articulate the feedback they have been given, explain how they will act upon and if they act upon it. Put simply, ***if children can talk about their feedback and how they can do it, then it is having an impact***.

The sole purpose of feedback is to further students' learning. Historically, written feedback has had more precedence that other forms of feedback as it is more easily observable by others. This runs counter to the evidence which makes it clear that instant verbal (or written) feedback during a lesson is often more effective than receiving formative comments days after a student could act on them (EEF, Teacher Feedback to Improve Pupil Learning: Guidance Report 2021).

Therefore, we have developed a policy that focuses on the impact of feedback and acknowledges that there are a range of types of feedback that should be used together to ensure progress and the 'sticking' of the correct knowledge.

Principles

Feedback should be considered as part of a feedback loop - i.e. effective feedback is part of a feedback loop that allows for encouragement, support, guidance and celebration during the learning phase and giving time for the student to improve their work. When thinking about effective feedback we will ensure we lay solid foundations, deliver appropriately timed feedback that focuses on closing the learning gap and plan how pupils will receive and use the feedback. See figure 1.

Feedback should be:
- Planned for in relation to the task and/or lesson
- Focused on closing the learning gap
- Regular
- Specific
- Timely
- Acted upon

Principles

1

Lay the foundations for effective feedback

- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.

- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

2

Deliver appropriately timed feedback that focuses on moving learning forward

- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the *task* set, the individual *pupil*, and the collective understanding of the *class*.

- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.

- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

3

Plan for how pupils will receive and use feedback

- Careful thought should be given to how pupils *receive* feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.

- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

Figure 1: EEF Principles for Effective Feedback

Feedback in Practice

Because subjects and tasks are so diverse, there is no single way to deliver effective feedback. It is important that we use a variety of feedback techniques that are planned for and take into consideration the task, child and impact. The focus should be on the feedback ensuring that children close the gap and can talk about the feedback they are given. Teachers are given the autonomy to plan for the different types of feedback. The quality of feedback will be evident if the child demonstrates clear progress over time and they can explain the feedback they are getting when asked about it.

This variety of feedback can be split into 3 broad types:

1. **Immediate feedback:**   at the point of teaching e.g. following a hinge question, use of a visualiser.

2. **Summary Feedback:**   at the end of task/lesson e.g. peer assessment, summary question.

3. **Review Feedback:**   after the point of teaching e.g. written feedback.

Type	Possible Features	Evidence you may see
Immediate	- Self-marking and corrections of low stake testing - Takes place every lesson with the whole class, individual students or small groups. - Provides an opportunity to re-direct students or teacher action within the lesson. - Teacher gathers feedback following instruction using multiple choice questions or hinge questions. - Often given verbally for immediate action. - Sometimes will involve highlighting, underlining or marking of students work. - Often requires the students to respond to the feedback. - Student work on visualizer mid-task to address misconceptions	- Improvement evident in books through increasing quality of work overtime. - Some evidence of annotation of student work, marking codes or highlighting in books. - Student responses to feedback. - Teachers re-teaching content and addressing misconceptions
Summary	- Takes place at the end of a lesson or activity. - Provides an opportunity for evaluation of learning in the lesson. - Often involves whole group. - Teacher leads guided feedback using a model answer following a piece of extended writing. - Self or pair assessments against an agreed criterion/criterion. - Sometimes involves a student responding to feedback. - Student work on visualizer to address misconceptions before re-drafting.	- Lesson observations - Activities following assessments - Re-teaching - Guided feedback using a model answer. - 'Nexst Step' or 'Do Now' linked to misconceptions from last lesson. - Comments in books - Marks, grade, scores linked to formal test.

Type	Possible Features	Evidence you may see
Review	- Takes place away from the point of teaching. - Provides an opportunity for teachers to assess for understanding and redirect planning. - May involve written comments/annotations on student work. - May involve written targets. - May require a student to respond to feedback. - May involve new teaching focus for next lesson. - May require deviation away from immediate curriculum plan.	- Evident in book. - Evident on work. - In curriculum development discussions.

Summative Assessment

All summative assessments will be marked. By this we mean any task that the teacher is using to make a judgement. These tasks must be independent. Examples of these would be but are not limited to: spelling tests, maths tests, reading tests, phonics assessment, 'final' independent writes,

Appendix A: Examples of Possible Feedback Methods

1. *Team Points* are given to reward effort up to a maximum of 5 team points for 1 piece of work.

2. *Written marking* to the LO should include the following elements.

	EYFS		KS1 and 2
	DM	**ELG**	
	E = Emerging	Em = Emerging	E = Emerging
	D = Developing	Exp = Expected	D = Developing
	S = Secure	Exc = Exceeding	M = Met
			X = Exceeding

3. *Written Marking* for Target setting: in most lesson this will take the form of 2 stars and a wish, where the wish links to the success criteria for this piece of work. The star will take the form of a heart and the wish will be an up arrow. In Maths, next-step marking will be utilised when appropriate to help develop individual knowledge. This may take the form of corrections, consolidation questions or extension tasks.

4. *Self-Editing*

   Where appropriate, teachers may choose not to comment on a section of work but ask the child to redraft/improve it themselves before any direct feedback is given. This should only be done when the child has the necessary skills to complete the work but needs to be encouraged to apply these more fully.

   There are 2 strands to teaching editing: developing marking and teaching the skill. To teach the skill we should be using the ideas from No Nonsense Spelling such as:
   - ✓ reading the text backwards to check spelling.
   - ✓ looking at different spelling options if you are unsure.
   - ✓ looking for root words.
   - ✓ looking for prefixes and/or suffixes.
   - ✓ silently mouthing the words as you say them to ensure you read what has been written.
   - ✓ listening to when you pause/breath as you read to notice where punctuation may be added.

   When checking their own work children should:
   1. Read through and check for punctuation errors appropriate to their ability.
   2. Read through and check for spelling mistakes.
   3. Read through and check for 'flow' or grammatical errors.
   4. Read through and improve their work using a success criteria.

5. *Self-marking*

   Using a success criteria, children can mark their own work and set their own targets. Children must use the success criteria to focus their feedback on key skills. An example of this would be text marking in English.

6. ***Peer and Teacher editing*** which could be done by the pupil, peers or the teacher

To help the children we will note key errors in a progressive manner.
   1. Note the words that are incorrect – this should be used sparingly.
   2. Note errors on the line the occur on
   3. Note errors at the start of each paragraph
   4. Note errors at the start of the text.

The following codes will be used to help the children find the errors

Letter/mark	What it means
s	Spelling error
p	An error in punctuation
o	Omitted word
g	Grammatical error

Spelling could be split to	
h	Wrong homophone

Punctuation could be split down further if needed to	
f	Missing full stop
C (capital)	Missing capital letter
Specific punctuation mark	Missing specific punctuation
/	Missing finger space. Child to put in the /

7. ***Verbal feedback***

This feedback could be given in the lesson or at the start of the next lesson. It should be a question or explanation that challenges the child to improve their own work. This does not need to be done with any particularly coloured pen. Any corrections or edit do not need to be rubbed out; they should remain so that editing and improving is not seen as an 'error'. Verbal feedback should be sort and to the point. There is no need to write a code to show that verbal feedback has been given.

8. ***Whole Class Feedback***

If the teacher notices a common pattern for a large group of children, whole class feedback could be given either within the lesson or at the start of the next lesson. This may be a worked example, model text, simple instruction or re-teaching a concept. When doing this consideration should be given to those who have achieved the element you're feeding back on and how they interact with the message.

9. ***Group Feedback***

If the teacher notices a common pattern for a small group of children, group feedback could be given either within the lesson or at the start of the next lesson. This may be a worked example, model text, simple instruction or re-teaching a concept.

10. Audio Visual

In some instances, feedback may be in the form of a recording on an iPad. This will most likely be in practical subjects – e.g. music, PE, drama – and would be linked to verbal feedback from the teacher, peer or as self-assessment.