# Feedback Policy

Updated January 2022

Intent

Feedback is integral to high quality teaching, learning and assessment, and a central part of a teacher's role. Our intent is to fully support pupils to understand where they are as learners, where their learning is going, how they will get there and where they are going next. Our intent is also to ensure that teachers have a rich, deep and accurate understanding of where our pupils are as learners, where they are going next and how they will get there. This policy is a working document that is to be used consistently across the whole school. It promotes high-quality feedback and excellent practice. This policy was developed as a staff and endorses the well-being of our teachers, with due attention to eliminating unnecessary workload, in particular the demands associated with an over-reliance on written marking. The manner in which we give and receive feedback is framed around our Distinctly Christian character and Christian values, including how we are respectful of each other as learners and compassionate in our approach. Our message is that making mistakes is part of learning, and learning from them helps us to improve.

"ANYONE WHO HAS NEVER MADE A MISTAKE HAS NEVER TRIED ANYTHING NEW."

ALBERT EINSTEIN
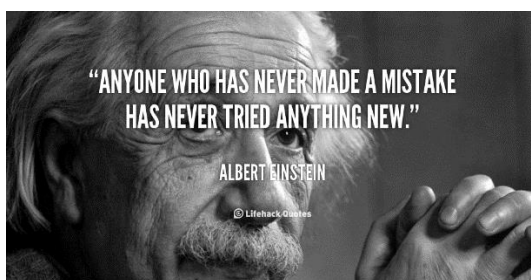
Aims

Our feedback aims to:
- improve and extend current and future learning
- provide constructive support and strategies to facilitate pupils to make and accelerate progress
- amend mistakes and correct misunderstanding
- identify strengths and gaps in learning to inform teaching, planning and next steps
- determine effective, purposeful targets for each pupil, group and/or cohort
- support the development and application of knowledge, skills and vocabulary
- encourage dialogue, connection and interaction
- foster a sense of achievement and pride in learning, including presentation
- develop pupil's independence in effectively checking, editing and improving learning
- allow for regular 'response, reflection and feedback time' (RRAFT)

Whole School Approaches

Feedback is part of our wider assessment process which is underpinned by 2 main types of assessment:
-Summative - to give a judgement, diagnostic and/or snapshot view
-Formative - to give an ongoing picture of progress and improvement

Our approaches include:

➢ **Verbal feedback** – this is focused, personalised and usually immediate, leading to direct pupil response or action. Verbal feedback is one of the most common forms of feedback used and can be directed to whole class, groups or individuals. High-quality verbal feedback for every pupil, including well-thought-out questions, is a feature of teaching and learning within our school. *Conferencing* may be given for some longer pieces of writing. This involves the pupil working on a one-to-one basis with the teacher to address specific learning points that will enable them to improve their writing. Pupils will then have an opportunity to demonstrate their independent grasp of the skill covered.

➢ **Written feedback** – is relatively minimal.
Mark Books are used by teachers to record misconceptions, work to praise and share, basic skills errors and those needing further support. These are then used to inform future planning.
Visible learning- Pupils may be asked to respond *to* a well-thought-out question designed to challenge or probe their understanding.
Minimal written feedback may include using green highlighter, to identify success, pink highlighter to identify where the learning objective is not yet met or school marking codes (see below). CAPED is used in maths feedback; pupils are taught how to respond effectively to: **C**heck, show **A**nother way, **P**rove it, **E**xplain and/or **D**raw. Younger pupils start with E and/or D to explain verbally or pictorially, then graduate to the other codes as they move through KS1 and 2.

All written feedback should be phrased so as to elicit a pupil response that moves learning forward. It must be easily interpreted by the pupil and appropriate to their age and/or stage.

➢ **Peer-feedback** – this will involve joint feedback such as discussion, marking and editing, with a peer. Pupils are taught what excellent peer-feedback looks like and how to be a successful learning partner.

➢ **Self-feedback** – pupils will check and edit their learning independently, for example correcting maths calculations, spellings or grammar errors they should know, using a purple polishing pen. (Misunderstanding or misconceptions will not be addressed through self-feedback but through other approaches.) When appropriate, pupils are encouraged to assess their own learning against criteria for success, including learning outcomes and objectives.

➢ **'Tick and Flick' marking** – this is linked to a score or outcome where there is a definitive answer, e.g. spellings or times tables.

➢ **Next lesson feedback** – this is where the feedback becomes the next lesson. This is particularly relevant where concepts or skills need to be revisited. Misunderstanding and misconception will be revisited and addressed in a timely manner.

Principles

-We acknowledge that using a range of approaches is most effective for giving excellent feedback, with teachers deciding on the most impactful strategy as appropriate to the teaching and learning.
-We recognise that, in order for pupils to fully benefit from feedback, time needs to be set aside to respond and reflect; time to respond and reflect will be embedded in our weekly timetables.

-Feedback will relate to specific lesson outcomes, to the personalised needs of pupils and to subject specific content. It will focus on the task, the process and the pupil as a learner.

-The development of Tier 3, subject specific vocabulary will be a focus of feedback.

-All aspects of feedback should be constructive, purposeful and age/stage appropriate.

-Feedback will encourage pupil independence and engagement in their learning.

-A suitably timely response is required for effective feedback. We recognise that some feedback may be instant but feedback given after a delay (e.g. written feedback) is also beneficial and encourages pupils to review prior learning.

-Misconceptions and misunderstanding must be addressed in a timely manner.

-Pupils will be taught to take ownership of feedback given as a vehicle for improving their own learning. They are expected to respond to and apply feedback.

Target setting

-Individual targets are set according to the age and/or stage of pupils.

-Targets are updated as they are achieved, not linked to a timescale. Pupils are expected to take ownership of their targets and be responsible to tell adults when they have achieved them, as appropriate to their age and stage.

-Targets will be updated by a teacher, in collaboration with pupils.

-Targets are primarily linked to English.

-Targets are recorded on cards or in books for ease of access in order to be used alongside other subjects. English outcomes associated with a block of learning will be written on each frontispiece.

-Group and cohort targets will be generated through the planning process.

Early Years

Our whole school approaches are used in Early Years, as appropriate to the task and pupils, i.e.

-Verbal feedback is the primary approach to feedback to giving feedback

-Written marking is rarely appropriate due to the stage pupils are at with reading - guided verbal feedback is more effective

-peer and self-marking are used to develop our progressive approach, so that learners are already fluent in discussing their own learning. Purple polishing pens will be used to edit when children have the stamina to produce longer pieces.

-'Tick and flick' is not likely to be used often as a strategy in EYFS but there may be times when it is useful, e.g. to identify correct phonic application in spelling age appropriate words.

-Next lesson feedback where the next lesson becomes the feedback is integral to how learning in EYFS is continually moved on

Specific to EYFS:

-Tapestry is used as a tool to record evidence and support judgements. Parents also contribute.

-Focused Activity grids are used to record observations of individual pupils.

-Subject #s are used to identify activities for subject leads.

Marking codes

These codes are applied consistently across school:

Code	Meaning
PP	Indicates that pupils are required to edit their work independently in purple pen, often linked to a specific focus.
Cap	There are errors with capital letter use. Pupils are encouraged to identify these independently as far as possible.
fs	There are errors with full stop use. Pupils are encouraged to identify these independently as far as possible.
//	A new paragraph is needed. Pupils are encouraged to identify these independently as far as possible.
sp	There are spelling errors that need to be addressed. Pupils are encouraged to identify and edit age-appropriate spellings independently but also may be asked to rehearse commonly misspelt words. For idiosyncratic words, pupils may be asked to rehearse them specifically, e.g. yacht x3 _____ _____ _____
p	There are errors with punctuation. Pupils are encouraged to identify these independently as far as possible.
vf	Verbal feedback. This indicates that the teacher has discussed the learning or responses to marking with the child.
Green highlighter	Green exemplifies good examples of learning, including where learning objectives, targets or objectives have been achieved.
Pink highlighter	Pink is used to indicate that a focus has not been achieved or understood and further support is needed.
△	Indicates a child has been given a learning challenge.
"........."	Indicates a child's given response.
conf	Indicates conferencing has taken place.
C A P E D	To be used in maths. Pupils will: **C**heck, show **A**nother way, **P**rove it, **E**xplain and/or **D**raw their learning.