Feedback Policy - School Policy

Document Management Information

Applicable to:	Teaching and Support Staff
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Linked policies:	
Implementation:	Teaching and Support Staff
Training:	Not required
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Policy Author:	Miss Tracy Innes
Policy Lead:	Miss Tracy Innes
Approval by:	Principal
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Revision History

Document version	Description of Revision	Date Approved
New policy		June 2022

This policy is written in line with the Christian values and ethos of our school.

"Let Your Light Shine" Matthew 5:16.

1. Introduction

At St Peter's Church of England Academy, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful of the workload implications of written marking and of the research surrounding effective feedback.

2. The purpose of feedback

Feedback plays a central role in securing pupils' learning, supporting them to know how to deepen their knowledge and understanding to improve their performance. However, it is important to recognise that, in order for feedback to be effective, it needs to be understood and accepted and to be actionable so that pupils can use it to secure improvements in their knowledge and performance at a later time.

Effective feedback should:

- Deepen the learning and allow students to make good progress.
- Be specific, accurate and clear relating to the learning intention/objective and success criteria shared as part of the lesson.
- Be meaningful, manageable and motivating.

3. Research and guidance

Our feedback policy is underpinned by the evidence of best practice from the following publications:

- 'Teacher Feedback to Improve Pupil Learning' by the Education Endowment Foundation (EEF) (2021)
- 'Eliminating unnecessary workload around marking' by the Independent Teacher Workload Review Group (March 2017).

The EEF guidance states 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

4. Types of effective feedback

Teachers and support staff will use their professional judgement to provide the most appropriate type of feedback for the task given. Feedback should focus on moving learning forward, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves.

The types of feedback we may use include:

- Verbal feedback
- Written feedback / marking codes
- Whole class feedback
- Low stakes quizzes
- Show me boards
- Think, Pair, Share

5. Feedback in Practice

Feedback is given in three ways:

Immediate feedback - at the point of teaching
Responsive feedback – at the end of teaching
Summary feedback – at the next point of learning leading on from the prior lesson

| Type	What it looks like	Evidence
Immediate	• Takes place during a lesson with individuals, groups or the whole class. • Includes formative assessment from the teacher and/or teaching assistant e.g. whiteboard / book work, verbal answers. • Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. • Praises effort and contributions.	Lesson observations; learning walks.
Responsive (catch-up)	• Takes place after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • Usually delivered by a teaching assistant based on guidance from the teacher. • An element of the child's responses to catch-up are recorded in their workbooks to show progress over time.	Learning walks; catch-up observations; book looks.
Summary (feed-forward)	• Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or sub-groups. • Takes place during the following lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant.	Planning looks; lesson observations; learning walks; book looks.

6. Written feedback codes

Marking and responding to children's work is an essential element in the assessment of the performance, progress, levels of attainment, and the raising of standards throughout our school. It informs and enables staff, children and parents/carers in this process.

We use marking as a teaching tool to inform the children of their performance and the next steps in their learning. It focuses on improvement as well as correction and it relates to the current piece of work with an expectation to edit and improve.

The following marking codes are used throughout the school.

For TEACHER/TA's Use	For Children's Use	Description
△	🟢	You have achieved the learning objective.
∠	🟠	You have nearly achieved the learning objective.
/	🔴	You have attempted the learning objective.
E1		Check for spelling error, missed words and missed punctuation.
E2		Check to ensure a sentence makes sense and re-write if needed.
E3		Where a teacher identifies the opportunity to rewrite and add more detail to a sentence/paragraph using editing flaps.
Ⓣ		Target for future work.
//		You need a new paragraph here.
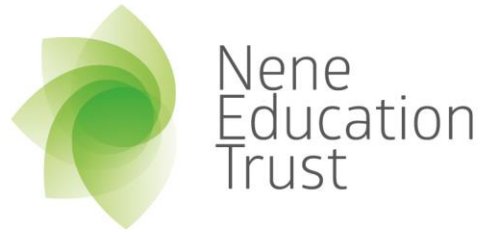
✓✓		A really good idea!
VF		Verbal feedback given.
I		To denote where a child has worked independently.
Teacher / TA initials next to the Can I		You have worked with support. (Indicate if/when work is independent)

ALL MARKING MUST BE IN GREEN PEN   **PUPILS <u>MUST</u> RESPOND TO THESE COMMENTS IN PURPLE PEN / PENCIL**