

**St Michael with St Thomas
C of E Primary School**



FEEDBACK POLICY

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Feedback Policy

Introduction

This Feedback Policy, the Assessment Policy and the Curriculum Policy all unite to provide our school with a comprehensive, consistent platform where Assessment for Learning is an integral element of a child's learning.

What is Feedback? A Rationale for Providing Feedback on Learning

Effective feedback is an essential part of the education process. At its heart, it is an **interaction between teacher and pupil**: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the **primary aim of driving pupil progress**.

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning.

Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals.

Feedback enables children to become active partners in their learning.

'If students are to become active evaluators of their own progress, teachers must provide the students with appropriate feedback so that they can engage in this task.' Professor John Hattie

Feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role (including the child themselves – see Self-Assessment), or from peers (see Peer Assessment).

How Effective is Feedback on Learning?

The Education Endowment Fund (EEF) studies show feedback has very high effects on learning if it is underpinned by the right principles. Feedback has effects on all types of learning across all age groups.

Principles of Effective Feedback (developed in response of guidance from DfE, Feb 2017)

'The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be dollops of feedback.' Professor John Hattie

Providing feedback serves one single purpose – to **advance pupil progress and outcomes**.

Three principles underpin effective feedback. Feedback should be:

1. Meaningful

Marking 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 trusted to incorporate the outcomes into subsequent planning and teaching.

The most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

2. Motivating

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

An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. Too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.

Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

3. Manageable

Marking 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 the overall workload of teachers.

The time taken to mark should correlate with successful pupil outcomes. Examples of disproportionate marking practice include: extensive comments which children in an early years' class are unable to read, or a written dialogue instead of a conversation. If teachers are spending more time on marking than the children are on a piece of work, then the proportion is wrong and should be changed. A consequence of the dominance of written feedback means that teachers have less time to focus on the core business of their job – teaching pupils, and therefore there should be a balance between written and verbal feedback.

The quantity of feedback should not be confused with the quality.

Forms of Feedback at St Michael with St Thomas CE Primary School

a. Written Feedback

Consistency across the school is important, and shared expectations of marking help everybody to be clear about what is required.

There are two types of written feedback:

- (i) *In-depth Quality Marking (often referred to as Next Step Marking)*
- (ii) *Acknowledgement Marking*

(i) In-depth Quality Marking

Every child will receive a minimum of three pieces of in-depth quality feedback marking per week in both English and Mathematics. For other subjects (Science, Geography, History, RE) at least three pieces of work within any given unit or topic should receive in-depth quality marking. In-depth quality marking includes the usual acknowledgement marking (see following page), and in addition to this a next step.

Written Comments

At the end of the piece of work, a child may receive a written comment. Children are given **Dedicated Improvement Reflection Time (DIRT)** the following lesson in order to read and act upon the comment received.

Comments may be about applying skills taught in previous sessions to enable them to gain experiences using new learning in a problem-solving context or to increase challenge.

Comments may take the form of:

- **Reminder prompts**
Reminds the child of the success criteria and what could be improved, e.g. What else could you say here? Explain this for me... Why do you think...? Could you show another method for solving Question 3?
- **Modelled prompts**
Model what the child needs to do, e.g. Giving exact sentences, words or processes to copy. What was the dog's tail doing? Can you tell me two things you know about even numbers? Is this shape a hexagon? How do you know?
- **Scaffolded prompts**
Start an example and pupil to complete, e.g. Complete the number pattern: 1, 3, 5,?
Can you order these numbers in a different way?
- **Challenge prompts**
Larger numbers or different context, e.g. Can you choose a better word instead of nice?
Addition can become money or measurement problem

(ii) Acknowledgement Marking

Acknowledgement marking usually takes the form of ticks and crosses/ dots. Ticks for correct or good responses, dots for incorrect responses. Marking symbols can still be used in acknowledgement marking, and spellings corrections should still be given.

Marking Symbols

(Usually used in Acknowledgement Marking and alongside In-depth Quality Marking)

Marking Symbols and Meanings	
X	When something is crossed/ dotted or underlined this means it is incorrect e.g. <ul style="list-style-type: none">• Wrongly positioned punctuation• Incorrect use of upper- or lower-case letters• Unsuitable word choice
•	The exact model will depend on the nature of the task.
—	<i>Correct use of upper- or lower-case letters or punctuation should be written in by the teacher, unless correcting these is given as a Next Step for learning.</i>
^	An upward arrowhead means a word has been omitted.
sp	Incorrect spelling.
?	Section of text does not make sense
← →	Draw attention to lines that have not been fully used or a new paragraph has been started incorrectly.
//	New paragraph required.
✓ ✓	When 'acknowledgment marking' used, a double tick means a really good part or word.

Correcting Spellings

Spelling errors are marked **across the curriculum**.

Up to a **maximum of three** spelling errors should be corrected per piece of work. This is done proportionally according to the individual child's age and ability in spelling. Teachers use their professional judgement as to what is appropriate to correct (e.g. high frequency words). This is informed by knowledge of the curriculum (e.g. is the misspelt word one that the child has demonstrated previously that they could spell?) and knowledge of the child (e.g. is the child dyslexic?).

Where spelling is corrected, 'sp' should be written above the incorrectly spelt word. Then the teacher should write the correct spelling in the margin or at the end of the piece of work, with the agreement that on return of their book, the child will copy out the spelling *correctly* three times.

Dedicated Improvement and Reflection Time (DIRT)

Teachers will decide when pupils can address the marking in their books. This will generally be at the start of the school day or at the start of the relevant lessons. Pupils will be expected to carefully read the comments and address the parts of the learning to which the adult has directed them.

b. Verbal Feedback

All adult in the classroom should be constantly giving verbal feedback to individuals throughout learning time. Verbal Feedback should be given whenever possible. It can help to clarify misunderstanding or alternatively extend the pupils' understanding. Verbal feedback motivates pupils.

Verbal Feedback could be a brief intervention or it could be more in-depth.

Brief one to one intervention does not need to be recorded – it is part and parcel of the Teaching and Learning Process.

However more extended Verbal Feedback should be evidenced. In order for it to be clear when extensive Verbal Feedback has been given, this should be recorded on a post-it note which will be placed inside the child's book. There is no need to record all the details of the feedback given – the evidence will be seen from the improvement in the child's work. A brief note is sufficient e.g. discussed adjectives, promoted to use numicon.

If Verbal Feedback is given to a focused group, it is not necessary for this to be recorded on a post-it note, a simple VF/ Verbal Feedback Stamper is sufficient.

If the whole class is stopped during a lesson and Verbal Feedback is given, as this is part and parcel of the Teaching and Learning Process, there is no need for this to evidenced in books, although it might be appropriate to annotate planning with brief notes about this.

c. Self and Peer-Assessment

Self-assessment and peer-assessment are not replacements for teacher or practitioner feedback (including written feedback). They are important additional forms of assessment which engage children in becoming self-critical and independent.

At St Michael with St Thomas we expect pupils to own their learning and be fully involved in evaluating their success, as well as identify areas for development. A number of strategies can be used to make this happen.

Self-Assessment

We encourage children to assess themselves against the lesson success criteria (WILF) during and at the end of every lesson. We also use self-assessment techniques during a lesson or at

the end of whole class teaching sessions. This kind of feedback helps teachers to know immediately how well children have understood what they have been learning.

Peer-Assessment

Children sometimes give feedback on one another's work. This kind of peer-assessment may include children evaluating another pupil's work using the lesson success criteria (WILF), or a peer commenting on things that are good and making a suggestion about what could be improved

Examples of Self and Peer Assessment

- Find one word you are really proud of and underline it, tell the person next to you.
- You have three minutes to identify two places where you think you have done xxx well, and to read them to your partner.
- Decide with your partner which of the success criteria you have been most successful with and which one needs help or could be taken even further.
- You have five minutes to find one place where you could improve your work. Write your improvement at the bottom of your work.

Peer-Assessment Protocol

Before using peer-assessment, a class protocol should be agreed. The protocol should include the following:

- We will respect our partner's work because they have done their best and this should be valued.
- We will tell our partner the good things we see in their work.
- We will listen to our partner's advice because we are trying to help each other to get better.
- We will look at ways to help our partner achieve the lesson objective (WALT)/ lesson success criteria (WILF).
- We will make suggestions clear.
- We will make our suggestions positive.
- We will be fair to our partner and not talk about their work to others behind their back.

Purple Polishing Pens

Pupils are encouraged to see themselves as the first marker and audience for their learning and use their peers to assess work with them. When children edit their own work (prior to teacher marking) they do so using a Purple Polishing Pen (apart from in Maths where they use pencil).

Feedback and Growth Mindset

As children begin their class work, feedback that encourages a Growth Mindset guides and motivates them to ensure that they remain **persistent, resilient and focused** on the process of learning. It is important to give pupils feedback about their progress and their results so they can specifically see their growth.

How does Growth Mindset feedback differ from other feedback?

Instead of Saying	Try Saying
'You're a natural!'	'You're getting better because you're working so hard!'
'Is that too hard for you?'	'It's challenging you so your brain must be growing.'
'You're so clever!'	'You always try so hard and do your best.'
'Not everyone is good at that, just do your best.'	'If it's hard, it is because you are learning something new.'
'Why did you get these ones wrong?'	'Let's look at the ones you got wrong and find out why.'

When children should receive feedback that nurtures a Growth Mindset and what this looks like

Children should receive Growth Mindset feedback when they:

- Struggle despite strong effort
You're not there 'yet!'
Mistakes are welcome here!
Of course it's tough, school is here to make our brains stronger.
I admire your persistence and hard work. It will pay off!
Is there anything you could do to prepare differently next time?
- Struggle and need help with strategies
Let me add new information to help you solve this...
Here are some strategies to figure this out.
Let's do one together out loud.
Just try, we can always fix mistakes once I see where you are getting held up.
What parts were difficult for you? Let's look at them
- Are making good progress
That's a tough problem that you have been working on for a while. What strategies are you using?
I can see a difference in this work compared to ... You have really grown in this area.
I see you are using your strategies. Keep it up!
You worked on this for a while and didn't give up! Well done!
Your hard work is clearly evident in your work/ homework.
- Succeed with strong effort
I am very proud of you for not giving up, and look at what you have to show for it!
Congratulations, you really used great strategies.
I want you to remember for a moment how challenging this was when you began. Look at how far you have come!
All that hard work and effort has paid off!
The next time you have a challenge like this, what will you do?
I can see you really enjoyed learning that.

- Succeed easily without effort

It's great that you can do this. Now we need to find something a bit more challenging so that you can grow.

I don't want you to be bored because you are not being challenged so now try this...

You're ready for something more challenging.

What skill would you like to work on next?

It looks like you can do this already, let's move on to something more difficult.

In Summary: Feedback Expectations and Agreed Standards at St Michael with St Thomas

(many of which are in response to Education Endowment Fund research findings)

- Be based on the three principles outlined above; meaningful, motivating and manageable.
- Be timely i.e. given in real-time as much as possible (verbal feedback), or if this is not possible written feedback provided as soon as feasible possible after the lesson.
- Include a minimum of one piece of in-depth quality feedback marking per week in both English and Mathematics. For other subjects (Science, Geography, History, RE) at least three pieces of work within any given unit or topic should receive in-depth quality marking.
- Use marking symbols outlined within this policy, and correct a maximum of three spellings per piece of work.
- In depth quality marking should be specific, accurate and clear.
- Be corrective i.e. provide specific areas for improvement (not just tell children when they are wrong).
- Involve children to encourage reflection and response and self-assessment.
- Relate to the lesson objective (WALT) and success criteria (WILF) that have been shared with the children.
- Be written in the taught handwriting style.
- Provide a good model for children in terms of correct spelling, grammar and accurate use of Standard English.
- Be age-appropriate, accessible and inclusive e.g. at the child's level of comprehension.
- Be polite and positive (should not use curt phrases e.g. 'Untidy!')
- Give recognition and appropriate praise for achievement to develop children's self-esteem and encourage and support further effort
- Be given sparingly so that it is meaningful
- Emphasise the importance of effort and perseverance
- From peers as well as adults (see Peer Assessment)