



POTT SHRIGLEY CHURCH SCHOOL

'Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you'

Feedback Policy (Autumn 2023)

Rationale

'Feedback is one of the most powerful influences on learning and achievement'
(Hattie and Timperley 2007)

'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance'
(Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

'Effective marking 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.'
(Report of the Independent Teacher Workload Review Group)

Aims

We mark children's work and offer feedback in order to:

- Show that we value their work, and encourage them to do the same;
- Boost self-esteem and aspirations, through use of praise and encouragement;
- Give a clear general picture of how far they have come in their learning,
- Offer them specific information on the extent to which they have met the learning challenge, and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations;
- Gauge their understanding, and identify any misconceptions;
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress;
- Provide the ongoing assessment that should inform future lesson-planning.

Importance of purposeful feedback

At Pott Shrigley Church School, we recognise the importance of feedback as an integral part of the teaching and learning cycle. We are mindful of the growing body of research surrounding effective feedback and the workload implications of written marking as well as research from cognitive science regarding the fragility of new learning.

We aim to maximise the effectiveness of feedback in our practice.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations.

Meta-analysis by the EEF 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.
- Put the onus on the 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.

Purpose of feedback

The sole focus of feedback is to further a child's learning. Feedback must empower a child 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 (for example, making corrections to spellings, punctuation or elements of grammar).

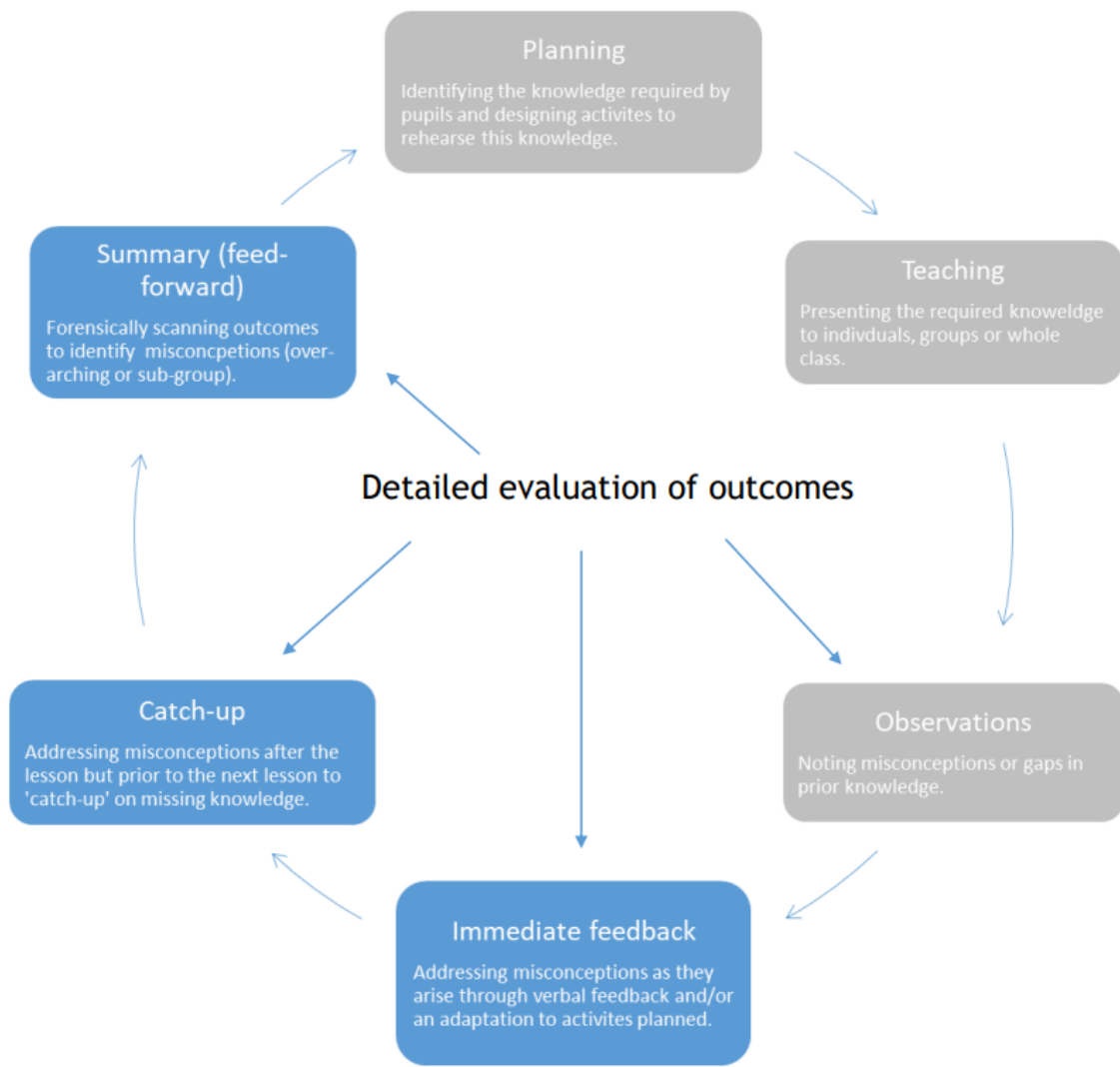
Our feedback cycle

Our feedback cycle aims to make use of good practice approaches (EEF toolkit; DfE 2016) to ensure that children are provided with timely and purposeful feedback that furthers their learning. Our cycle enables teachers to gather assessments that enable them to adjust their teaching both within and across a sequence of lessons. It is vital that teachers evaluate the work that children produce in lessons and use information obtained from this to adjust their teaching.

Principles of marking and feedback

- The school has a standardised approach to the marking and feedback of all pieces of work.
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- The marking should always be in accordance with the learning challenge and the child's own personal learning targets.
- The child must be able to clearly understand the marking and be given time to do so. Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in their own learning. This includes sharing the learning challenge and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Written comments should be neat, legible and written in a contrasting colour. We write in pink.
- Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.
- Feedback can be used to identify a particular area of difficulty.
- Errors that were made by many children should not be the subject of individual comments, but should be noted in future planning.
- Marking will normally be done as 'live' marking or before the next lesson in that subject, although this may not always be possible for longer pieces of work.

Feedback occurs at one of three common stages in the learning process:



Progression of feedback

While the purpose of feedback remains consistent across all years, the type of feedback given will vary depending on the age of the children. In particular, feedback given in EYFS and Year 1 is prominently immediate, verbal feedback. When working with very young children, feedback given later in time has little or no impact.

Type	What it looks like	Evidence (For observers)
Immediate	<ul style="list-style-type: none"> • Takes place during a lesson with individuals, groups or the whole class. • Includes the teacher and/or teaching assistant gathering assessments from their teaching e.g. whiteboard work, book work, verbal answers. • Often given verbally to pupils for immediate actions. • Praises effort and contributions. • May involve the use of a teaching assistant to provide support or further challenge. • May re-direct the focus of teaching or the task. 	Lesson observations; learning walks.
Responsive (same day catch-up)	<ul style="list-style-type: none"> • Takes place after the lesson or activity with individuals or groups. • Re-addresses knowledge from the lesson or activity or addresses missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • Will usually be delivered by a teaching assistant based on guidance from the teacher. • Often, 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; feedback grids; book looks.
Summary (feed forward)	<ul style="list-style-type: none"> • Involves forensic scrutiny of the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the whole class or sub groups. • Takes place during the following lesson. • Addresses over-arching strengths and misconceptions as well as specific misconceptions for the sub-groups • Sometimes, involves allocating time for editing based on the feedback given or rehearsal of the knowledge. Editing is done in blue pen/pencil. • 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.

Edit and Improve Time From year 2

Time will be dedicated each week to the children editing or improving their own work. Teachers will develop the children's ability to become independent learners, self scaffold and given them autonomy in developing and improving their work.

This lesson can be used in a variety of ways:-

- The teacher models and demonstrates how to proof read and/or improve a sentence/ paragraph or piece of work, they can demonstrate on work where there are similar weaknesses to the children
- The teacher identifies a piece of work that they would like the children to proof read and edit before marking.
- The teacher gives specific verbal feedback to an individual/group/whole class to improve their work and the children are given quality time in order to have the opportunity to show this in their work.
- The children can work independently or with a partner to edit and improve their own or the work of their peer.
- It is important that when children are asked to edit and improve their work they read their work aloud. The children read their work aloud primarily to 'listen' to it – to hear how it sounds, whether it flows, it also allows them to 'look' carefully to see if there any obvious mistakes – such as words omitted or mis-spellings.

Role of Other Adults Supporting Marking and Feedback

All staff in the classroom are expected to mark, this will support children in receiving immediate feedback which they can respond to. Verbal feedback and dialogue should be embedded within every session. It should be specific to the learning challenge and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. Children should be encouraged review their own or another child's work, and the teacher will support this process. This will ensure children are encouraged to assess their work and self-reflect at each step of the learning process. In addition, the children could indicate where they think a particular building block has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular building block has been met. Provide voiced remarks regarding general points, such as common mistakes or setting out, to the whole class or group.

Special Educational Needs and Disabilities

When marking the work of children with Special educational Needs and Disabilities, we take into account the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers. Reasonable adjustments will be made to that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

Teacher impact statement

The Department for Education review paper: Eliminating unnecessary workload around marking, has highlighted “that marking had become a burden that simply must be addressed” (DfE, 2016). Written evidence of the feedback given is incidental to the process; we do not provide additional evidence for external verification. Written marking has a huge opportunity cost attached to it; we would rather our teachers spend that time planning and resourcing the best quality lessons.

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

Teaching and Learning Policy

Assessment Policy

SEND Policy

Signed

Headteacher Anne-Marie Willis

Chair of Governors Jane Langdon

July 2023

