



Leigh Church of England Primary Academy Feedback Policy



Effective feedback is an essential part of the teaching and learning cycle. At its heart, it is an interaction between teachers and pupils: 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. This can often be achieved without extensive written dialogue or comments.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations as well as research from cognitive science regarding the fragility of new learning. EEF research 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.
- Be given sparingly so that it is meaningful.
- Provide specific guidance on how to improve and not just tell students when they are wrong.
- Alert the teacher to misconceptions so they can be addressed in subsequent lessons.

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor. As such it is essential to consider alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: meaningful, manageable and motivating.

Key Principles:

- Effective feedback is integral to ensuring all children are making at least expected progress.
- Effective feedback is underpinned by high-quality instruction based on clear learning intentions.
- The sole focus of feedback and marking should be to further children's learning.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Written comments should only be used where they are accessible to students according to age and ability and where they further children's learning.
- Feedback delivered closest to the point of action is most effective, as such feedback delivered in lessons is often more effective than comments provided at a later date.
- New learning is fragile and easily forgotten unless explicit steps are taken over time to revisit. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom. It can take many forms other than written comments.
- Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback to Improve Pupil Learning

The EEF guidance report, provides a number of recommendations for teachers and leaders to consider when planning how to give meaningful feedback. Further details of this report can be found [here](#).



The guidance report suggests that feedback which is effective in moving learning forward is likely to fall into one of three categories. Whilst the method of delivery is likely to be less important than the content, pupils should always be given time to act on any feedback given.

Type of Feedback	KS1 Example	KS2 Example
Task oriented feedback: Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'
Subject oriented feedback: Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'
Feedback around self-regulation strategies: Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'

Feedback in practice

It is vital that teachers consider how to provide effective feedback and evaluate the work that children undertake in lessons using the information obtained from this to adjust their teaching.

In most instances, feedback occurs at one of three stages in the learning process:

1. Immediate feedback - at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Review feedback - away from the point of teaching

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils.

As a school, we place considerable emphasis on the provision of immediate feedback.

Below is a list of strategies which are used across the school:

	Strategies
Immediate	- Progress sweep: the teacher aims to 'check-in' with pupils during the lesson providing immediate verbal feedback - Dot and tick marking: the teacher draws a dot where they would like a pupil to revisit the success criteria or a tick where the criteria has been met - Responsive teaching: Verbal feedback is given during the lesson as required and concepts are revisited, or learning is moved on as appropriate
Summary	- Plenary: a group or class evaluation against established success criteria - Self-assessment: Children use established success criteria to reflect on and improve their work - Peer marking: following modelling (kind, specific, helpful), pupils work together to provide feedback against established success criteria
Review	- Whole class feedback: teacher reviews the work of the whole class and notes strengths and common issues to inform future planning and teaching - Whole class or group editing: Following identification of common errors, teachers model editing and support the process across the class - Workwatch: In addition to immediate and summary feedback, teachers select a small group of pupils and provide detailed feedback to support next steps - Individual marking: Each pupils work is marked with next steps and pupils are given time to respond to these.

Frequency of Feedback

In line with EEF guidance, we do not have tightly prescribed expectations around the frequency and style of feedback. We recognise that forms and frequency of feedback are likely to be different for pupils of different ages and in different subjects and we aim to give teachers autonomy over when and how they provide feedback. There is an expectation however that all teachers engage in effective feedback to improve pupil learning and can explain the rationale behind their feedback choices as part of the normal monitoring cycle.

	Learning Objective/skill achieved
	Learning Objective not achieved
<u>LO</u>	Learning Objective partially met
•	Incorrect answer in maths - correct your mistake
	Great Job! This part of your work meets the learning objective
 []	Can you spot where you have gone wrong?
	Something is missing
X	Something needs removing
?	Check for sense
Pink Pen (Must be responded to)	Written comments to think about / next steps.
Word written x3	Spelling correction
Purple Polishing Pen (from Year 2)	Editing and improving work
Stickers, positive comments	Used for praise and reward
Stamps	Group work, Supported, Supply