FEEDBACK POLICY

This Policy was approved by Governors on:	March 2024
This Policy was shared with staff in:	March 2024
Implementation of this Policy will be monitored by:	SLT
The Policy will be reviewed annually or more regularly if needed.	
Policy Review Date:	February 2024
Date of next Review:	**February 2025**

RATIONALE

At Poverest Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

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

The Education Endowment Foundation 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
• Put the onus on children 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.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated ways to 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.

It is vital that we, as teachers, demonstrate, to children, how to respond to comments or improvement prompts in their work. Modelling, at all levels and in all classes will ensure children respond appropriately with sufficient thought and effort to make a difference in their work. Over time, children's responses will mature although the highest expectations should extend to corrections, improvement prompts and additional challenges.

FEEDBACK AND MARKING IN PRACTICE

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Examples of how this appears in practice are mentioned below. Effective feedback is an important part of the learning process which can be:

1. Immediate feedback – at the point of teaching (Helicopter Marking)
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher or complete an additional challenge
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study
5. Remote learning feedback- For those children learning remotely guidance and comments will be shared via Google Classroom. There is a separate Remote Learning Policy.

FEEDFORWARD AND TARGETS

Children's targets will be focused around their writing. Summative targets around reading, mathematics are shared with parents in their reports.

1. Writing targets may be displayed in the classroom.
2. Individual targets may be on flip out sheets in a child's exercise book
3. Tables may have group targets displayed on their tables

EXPECTATIONS

1. Feedback or feedforward conversations will happen with each child at least weekly in mathematics and English lessons.

2. Science, History, Geography and R.E books will be acknowledged at least fortnightly by highlighting the learning strip. This will be the learning objective if it has been achieved and if not just the elements of the success criteria that have. There may be examples of feedback or feed forward guidance.
3. Some learning will be stored on Google Classroom and this will be identified on the learning strip.

These practices can be seen in the following table:

Type	What it looks like	Evidence
Lesson observations Learning walks Book monitoring Learning Conferences Wow moments may be highlighted yellow	Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. Takes place in lessons with individuals or small groups Often given verbally to children for immediate action May involve use of an adult to provide support or further challenge May redirect the focus of teaching or the task	On Nautilus
Summary feedback	Takes place at the end of a lesson or activity Often involves whole groups or classes Provides an opportunity for evaluation of learning in the lesson May take form of self or peer- assessment against an agreed set of criteria May take the form of a quiz, test or score on a game In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	Lesson observations/learning walks Some evidence of self and peer assessment Quiz and test results may be recorded in books or logged separately by the teacher Google Classroom portfolios
Next lesson feedforward	Challenge activity, where appropriate. Indicated by a star. Corrections completed independently in a purple pen or through verbal feedback with an adult or peer.	Lesson observations/learning walks Evidence in books of children editing and redrafting their work in purple pen
Summative feedback	May be an end of unit quiz or test to check understanding. A comment on Google Classroom next to a photo of a D&T project. Application of skills task e.g. through real life problems or creating a finished piece of work.	Book monitoring Lesson observations Learning Walk Test/quiz scores Visual mind maps Google Classroom

MARKING GUIDE

   	Wow moments
☆	Challenge
Purple Pen	Children's self-improvements
Black Pen	Adult comment or modelling
Green Pen	Children use a green pen when peer marking or peer development
VF	Verbal Feedback
Sp	Spelling to correct
Gr	Grammatical error to correct

EYFS KS1 and SEND marking symbols

For our SEND learners and younger learners in school the use of visual symbols is more useful than written comments. Attached are the symbols we need to use with those children. They may also choose to use a smiley face when teachers and children discuss how well the learning objective has been met.

ABC capital letters	Capital letters
● full stop	Full stops
✏ write on the line	Write on the lines
👆 finger spaces	Finger space

LEARNING STRIP EXAMPLES

<u>**EYFS**</u>

20/09/22	Resources:
We are learning to write about our mums and write the word mum	numicon cubes number line sound mat word mat

I can:
   ● Use some of my phonics and letter knowledge in my early writing (3-4)
   ● Write some letters accurately (3-4)
   ● Use longer sentences of four to six words (3-4)
   ● Use a comfortable grip with good control when holding my pencil (3-4)	

☆ I can spell words by identifying the sounds and writing the correct letters (Reception)	
I worked with:	

KS1

20/09/22	Resources:
We are learning to box up a story	Numicon Bead strings
I can: ● Summarise the story by telling it to my talk partner ● Draw the events of the story in order ● Write a caption to match the picture	100 square Dienes

☆ Add adjectives to my caption				
Verbal feedback	I worked with an adult	My friend marked my work	I marked my work	Out for intervention

KS2

13/09/22	☺ ☐ ☹
We are learning to write a narrative in the style of a Grimm Tale	
I can: ● Explain what a relative clause is ● Answer a range of questions about my Lost Thing ● Include relative clauses in my answers	Self-marked Peer marked

☆ Use parenthesis to add additional information			
Work on Google Classroom	Verbal feedback	Guided group	Out for intervention

My Learning Target	

TARGETS FOR TABLES OR PENCIL POTS:

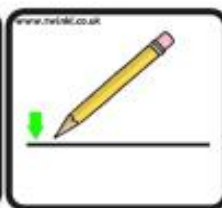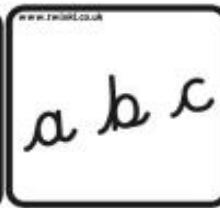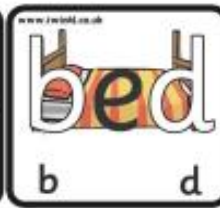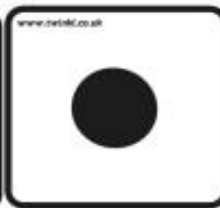|				
Write your name	Use wow words	Say the sentence to someone to make sure it makes sense.	Use joined writing	Use phonics to help with spelling
Use capital letters	Write on the line	Use connectives	Correct letter formation	Use the correct letter
Use the correct letter	Use finger spaces	Make your writing clear to read	Use full stops	Say the sentence in your head first