# Feedback Policy

| Chair of Governors | Mr F Maguire |
|---|---|
| Headteacher | Mrs L Shelford |
| Date adopted: Spring 23 | Review Date: Summer 24 |

**"I am the vine; you are the branches."**
John 15:5

**"I am the vine; you are the branches."**
**John 15:5**
Just as the branches need the vine to grow and bear good fruits, so we need each other. Within the District family, each person is valued and loved, reaching out throughout our school, homes, families and the wider community for a stronger future.

This policy reflects our Christian vision. We value the efforts of all pupils, supporting them in developing their skills and knowledge through positive reinforcement and constructive feedback. Our feedback is flexible to meet the needs of each child. We inspire high standards and encourage ownership and independence to build long-term positive learning behaviours that will take our pupils beyond primary school and into the wider world.

## FEEDBACK

This policy has been devised as a result of consultation with pupils and staff; research into good practice on the effectiveness of marking and feedback strategies and guidance from "Eliminating Unnecessary Workload Around Marking" document (March 2016) and the DfE Reducing School Workload guidance (2018/19).

At The District, our aim is to create a culture of rich and effective feedback between teachers and pupils. This policy aims to provide teachers with more freedom to make a professional judgement about which type of feedback strategy will work best in a variety of learning situations.

Our policy on feedback is based on the following principles:
- The sole focus of feedback and marking should be to further children's learning: feedback enables students to know and understand what they have done well and why, what to improve and how;
- Evidence of feedback and marking is incidental to the process- we do not provide additional evidence for external verification;
- Feedback is an integral part of the process of responsive teaching, which is evident in all lessons;
- Feedback delivered closest to the point of action is most effective and as such, feedback delivered in the lessons is more effective than comments provided at a later date;
- Feedback should empower children to take responsibility for improving their own work. (The onus for correcting and improving work should be on the child; this needs to be modelled and taught, so that it becomes a natural part of the working process);
- The use of oral whole-class feedback is essential to reinforce key learning points;
- There should be an opportunity for pupils to respond to feedback in all lessons;
- Feedback will look different in different year groups across school and be 'age- appropriate';
- Feedback is part of assessment processes in the classroom and is primarily verbal;
- Feedback is a two-way process: teachers will learn and be able to adapt their instruction from the feedback they receive from pupils within lessons; pupils will be able to learn from effective feedback they receive;
- Written comments in books should only be used as a last resort for pupils who cannot locate their own errors. Any written comments should be accessible to pupils according to age and ability;
- Our marking symbols provide quick written feedback. All pupils should be aware of what the symbols used in their work mean;
- Feedback is based on a thorough understanding of individual pupils and their learning. Although this policy aims to reduce the number of written comments made, there is still an expectation that teachers read pupils' work regularly and carefully in order to identify misconceptions;

- Spelling expectations/ corrections are dictated by ability/ year- group expectations and whether the spelling has already been given/ taught.

Our pupils tell us that:
- ✓ Feedback during the lesson is the best way of helping them to improve their learning;
- ✓ They value feedback and support from their peers;
- ✓ They like strategies that show them easily and quickly what they have done well and what they need to improve.

## **Feedback and Marking in Practice.**

Feedback occurs in one of the four common stages in learning.
1. Immediate feedback– at the point of learning.
2. Summary feedback – at the end of the task/ lesson.
3. Next lesson whole-class/group feedback, after the teacher has reviewed the learning from the previous lesson.
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has secured a learning objective.

| Type | What it looks like | Evidence |
|---|---|---|
| Immediate Feedback | ✓ Includes teacher gathering feedback from teaching within the lesson.<br>✓ Feedback could be given to individuals, groups or whole classes.<br>✓ Often given verbally to pupils for immediate action.<br>✓ May be given by adults (including LSAs) or other pupils.<br>✓ Support or further challenge may involve working with an adult.<br>✓ May re-direct the focus of teaching/ task.<br>✓ May include highlighting, modelling or annotations according to the marking code.<br>✓ May include on-going use of checklists and reference to learning walls. | ✓ Some evidence of highlighting, annotations, modelling or use of marking code.<br>✓ V marked at the point of intervention. (By child or adult)<br>✓ Improvements evident in books - either through editing or further work.<br>✓ Adults working alongside pupils.<br>✓ Peers supporting each other to improve learning.<br>✓ Tick or fix.<br>✓ Learning pitstops. |
| Summary Feedback | ✓ Takes place at the end of a lesson or activity.<br>✓ Often involves groups or classes.<br>✓ Provides opportunities for evaluation of learning in the lesson.<br>✓ May take the form of self or peer assessment against an agreed set of criteria.<br>✓ May re-direct the focus of the next lesson.<br>✓ May lead to intervention strategies prior to the next lesson. | ✓ Pre/post interventions as a result of outcomes.<br>✓ Some evidence of self and peer assessment.<br>✓ May include use of checklists/ success criteria.<br>✓ Findings/ evaluation noted on lesson plans. |
| Class/group next lesson feedback. | ✓ Takes place at the start of the next lesson, after teachers have reviewed the previous learning.<br>✓ May lead to adaptation of future lessons through planning, re- grouping and adaptation of tasks.<br>✓ Addresses misconceptions.<br>✓ May provide a focus for independent/ peer editing/ review. | ✓ Editing and improvement time evident in planning and lessons.<br>✓ Fluidity of groups evident.<br>✓ Pupils' responses to feedback- corrections /editing/ improvements evident.<br>✓ Adaptations to teaching sequence in planning |

| | | |
|---|---|---|
| **Summative** | ✓ Provides teachers with opportunities for assessment of understanding.<br>✓ May include retrieval tasks, quizzes/ tests etc. | ✓ Quiz/ test results.<br>✓ Adaptations to teaching sequence in planning.<br>✓ Interventions/ additional support or challenge. |

**Practical Guidance on the approach to feedback at The District**

- Teachers and TAs use observations and over-shoulder "marking" while pupils are working. (Some pupils, e.g. PP, may be prioritised for checking in the lesson.) Any feedback conversation is marked with a V in the margin.
- If a general whole-class/ group error or misconception is spotted, the teacher/ TA may call a learning pitstop to address the issue. (Observed issues may be added to the feedback grid.) Learning pitstops can also be used for pupils to share work and provide feedback to their peers.
- The teacher/ TA may carry out a summary feedback on the session's learning at the end of the lesson.
- Any books/ work that still need to be checked are handed in at the end of the lesson. The teacher analyses the common errors being made. Each piece of work is ticked to acknowledge that it has been checked. Any basic errors (e.g. GPS errors in English and number fact errors in maths) may be indicated using the school's marking/editing symbols. Teachers may add praise comments or stickers, where needed, to indicate work that shows particularly good effort on the part of the student. During the book analysis, the teacher makes notes on their feedback grid, using the template below, which forms part of the daily planning format.

**Feedback Sheet**

| Work to praise and share | Basic skills errors | Presentation |
|---|---|---|
| | | |
| Misconceptions and next lesson notes | | |
| | | |

During the next lesson, a short 'Feedback Session' will take place. Pupils in Y2 - 6 use green pen to correct or edit their work. Year 1 will take part in whole class feedback discussions and by the summer term will also follow this approach.

**What a Whole class/ group "Feedback Session' looks like**
Teachers use the grid notes to provide feedback on the previous lesson. (This should take approximately 5-10 minutes in a typical lesson, although it can be longer or shorter, dependent on need). The feedback session typically has three layers – individual feedback, group feedback and whole-class feedback. A session might contain some of the following elements:
1. Share feedback with individuals (teacher or TA)
2. Share feedback with groups (teacher or TA)
3. Share feedback with the whole class
4. Share good work, picking out the key features (perhaps using the visualiser.)

5.	Common basic errors may be shared and retaught – e.g. a teacher may write a sentence/calculation containing the common mistake rather than using actual pupils' work and ask pupils to identify the mistake and correct it. Teachers may reteach any words that were spelled incorrectly by groups of pupils or model handwriting/ join irregularities. Pupils then get the chance for deliberate practice.

6.	Common misconceptions from the previous lesson are shared and re-taught. Pupils may practise the skill on whiteboards etc.

7.	Pupils may then respond to the feedback given.

Example feedback grid

| Work to praise and share | Basic skills errors | Presentation |
|---|---|---|
| *AB/ CD – effective vocabulary choices-*<br>*EF- excellent dialogue, correctly punctuated* | *Punctuating within inverted commas. Revisit.*<br>*Past tense for said synonyms- particularly irregular verbs.*<br>*YZ- omission of reporting clause – 1.1 edit*<br>*Spellings- February/ memories* | *LM- capital P/J formation & position*<br><br>*JK/ LM, OP inverted comma formation* |
| Misconceptions and next lesson notes | | |
| *XY- absent*<br>*RS- Pace*<br>*Revisit punctuating before closing inverted commas.* | | |

## Feedback & Marking Symbols

| Focus of task/ level of independence<br>*These may be on teaching slides/ written by pupils or TAs* | General feedback / acknowledgement<br>*(At the point of learning/ after learning)* | Indicator for children to revisit work<br>*(At the point of learning/ after learning)* | Presentation<br>*((At the point of learning/ after learning)* |
|---|---|---|---|
| **S** – supported / partner learning | ✓- Correct response | 👄 /TTM – Talk to me/ your teacher. | ⌐ – Write on the line. |
| | • Incorrect response | • incorrect response | |
| **I**– independent learning | ✓✓ - Evidence of year-group standard | 🟡 Missing punctuation/ error (Autumn Term)<br>**Sp** Correct spelling | **UL**– Underline. |
| | **V** -Verbal feedback given | 〰 Check meaning/ grammar<br>Λ Missing word | **P** – Good presentation/ handwriting |
| **R**– revisit/ retrieval | ☺ - Good effort / attainment | KS1 .....○ Missing full stop<br>KS2 ✶ Find a more effective word. | △P – Presentation/ handwriting warning |
| **PL**– prior learning | ☺ Pace needs to improve. | UKS2 ⌐ New paragraph | |

These symbols have been developed to:
- Show that an adult has seen the work
- Record the level of independence/ task focus
- Indicate revisits
- Recognise effort / indicate attainment to the pupils
- Reinforce presentation standards
- Reduce the need for time-consuming, written feedback
- Ensure consistency of approach across school.

The symbols are used alongside verbal and whole-class feedback. Symbols may be used by TAs and pupils. They are to be used when necessary/ appropriate. There is no expectation to "double" mark

e.g. if a child is identified for praise for their presentation in class feedback or is given praise at the point of learning, there is no expectation to add the corresponding symbol. Providing directed independent and peer editing opportunities in the lesson should reduce the number of symbols used by staff. Time to respond to any marking must be built into every lesson. To reduce the level of scaffold, once the children are ready, symbols can be added to the margin on the line of the error, so pupils need to find and correct the errors themselves.