

All Saints' CEVCP School



Feedback Policy

Inspire Challenge Succeed

Review Frequency	Annual	Approval Level Required	Full GB
Approved By:	Full GB	Approval Date:	27.03.2019
Signed:		Print Name:	Stephen Larter Chair of Governors

“The major message seems to be that students-regardless of achievement level-prefer teachers to provide more feedback that is forward looking, related to the success of the lesson, and ‘just in time’ and ‘just for me’, ‘about my work’ (and not ‘about me’) (Hattie, 2012, p. 147). He further justifies that, “It is not ‘sufficient simply to tell a student where they have gone wrong-misconceptions need to be explained and improvements for future work suggested’ (Hattie, 2012, p. 147).

“The mistake I made was seeing feedback as something teachers provided to students. I discovered that feedback is most powerful when it is from the student to the teacher. What they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can be synchronized and powerful. Feedback to teachers makes learning visible.” (Hattie, 2012)

Purpose of Feedback:

In constructing this policy, staff have considered the following factors:

- Why has work been marked?
- Who is it for?
- Can the child access the feedback given?
- How does it promote learning?
- Has it been effective?
- Have children responded appropriately?
- Is this marking necessary?

Key to Feedback:

As Sadler (1989) states, children must be clear about what they are doing well now, where they are aiming to get to and more crucially how they close the gap between the two (Black and Wiliam 1998).

When scrutinising feedback in school it has been apparent that teachers may mark because they feel it is expected by Ofsted, parents or Senior Leaders. This is not the case. We know from research and experience, that ‘marking’ can consume most of a teacher’s time outside of lessons; therefore we have heavily considered workload when drafting this policy. When thinking about feedback and marking, if it is not useful for the pupils themselves, or for the teacher, then there is no reason to do it – we would question what the ‘purpose’ of it is.

Why is feedback so important at our school?

- When done correctly maximises learning potential
- The child is at the centre of the learning
- Helps children learn how to be the best learner they can be
- Informs learning by highlighting areas for development, enabling the child to make clear improvements

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- Is integral to the planning of future lessons and informs assessments
- Facilitates and improves communication between learners, teachers and teaching assistants

What should feedback look like in the classroom?

- Dialogue- everyone talking about their learning and next step improvements
- Learning continually being evaluated and adapted
- Ongoing observations of children
- Children clear about where they are now, where they need to get to and most crucially, how to close the gap between the two
- Children as active learners
- Questioning between pupils and adults
- Regular learning conversations within lessons with individuals, groups and whole class
- Children developing an understanding of what quality learning looks like
- Ongoing modelling and coaching in self and peer assessment

Towards a whole school approach

Marking methods must be agreed and should be:

- Consistent across key stages
- Developmental across the age range
- Consistently applied by all those working with children in school, including supply teachers and support staff

Methods of feedback

Verbal with written

Through observation, class discussions and pupil interviews, it has been established that verbal feedback is the most effective form of feedback in helping the child to understand where they have succeeded and what they must do to improve.

The quality of feedback is crucial: using higher order questioning, modelling and exemplification should not be reserved until the completion of a piece of work. Indeed, such feedback given whilst the work is ongoing enables the child to immediately experiment with, develop and implement the new items or advice.

“(students find teachers’) feedback confusing, non-reasoned and not understandable. Worse, students often think that they “have understood the teacher’s feedback when they have not, and even when they do understand, claim to have difficulties in applying it to their learning” (Goldstein, 2006; Nuthall, 2007) (Hattie, pg. 137, 2012).

Verbal

We do not always require teachers to write VF in books where verbal feedback has been given. However, teachers may wish to indicate that verbal feedback has been given. In EYFS this may be accompanied by a comment to indicate the focus of this feedback. Pupils should be able to articulate how they can improve that piece of learning or apply it to another piece.

Written marking notes

This should be used with caution. We have discussed the use of praise within this and ensuring we only praise effort when it is linked to achievement.

Where written feedback is used, it should be recorded in a manner suited to the attainment level of the child to ensure they have full comprehension of its meaning. Time should be factored in for the child to read and respond to comments – if comments are not read by the child, there is no purpose for them at all, unless they are

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intended for another adult who would find them useful. NOTE: if followed by verbal feedback and explanation, its benefit can be enhanced.

Whole class feedback may be appropriate according to the task that has been completed.

Adults will use smiley faces next to the WALT where the teacher has assessed that this has been achieved. Teachers will use two stars and a wish to mark a final piece of work at the end of a unit in English. This can also be used to mark subjects within the wider curriculum.

Written comments are not mandatory but teachers may decide to use written comments to further clarify the learning of pupils or to give next steps as well as identify where a piece of work has successfully met the identified criteria..

Child Led Feedback

The following forms of child-led feedback are vital. In every class, however, these types of feedback must be explicitly taught, reviewed and become an integral part of the learning process.

Self-marking

Completed within lessons, self-marking provides children with immediate feedback enabling them to correct work, check methodology, seek advice or support and make improvements while the objective and process are relevant. Where appropriate we encourage mathematics self-marking to take place, giving the teacher time to use this feedback to plan the following lesson effectively. Marking their own work allows time to reflect upon their progress towards achieving personal targets helping them to take control of their learning. For effective self-review to take place, they should review their work against the WALT or success criteria. This also gives an opportunity to reflect on their learning, thinking through the learning traits that were necessary.

Children will self-assess their maths using traffic light colours to indicate how they feel they have understood the learning and concepts taught in that lesson.

Peer feedback

From KS1 onwards, this provides opportunities for children to write for a different audience, consider their own targets in more detail, develop the language of learning required to progress in their own targets and to see the work of others, exposing them to exemplification of higher standards of work.

Feedback may be verbal or written. Dialogue about learning is an important skill that we seek to develop throughout school. As with the self-review, peer feedback should be given against a set of success criteria or previous next steps.

Hattie makes reference to Nuthall's (2007) research which suggests that 80% of verbal feedback comes from peers (Hattie, p. 147, 2012).

"Students and their peers regarded giving and receiving peer feedback to be a potentially enriching experience because it allowed them to identify their learning gaps, collaborate on error detection and correction, develop their ability to self-regulate, including monitoring their own mistakes, and initiate their own corrective measures or strategies. A major message is that the positive value of peer feedback requires deliberate instructional support (such the use of Gan's model) of the three major feedback levels and associated prompts for each level" (Hattie, p. 150, 2012).

Therefore, in order for peer feedback to be effective, it is essential that teachers model and coach pupils in these skills.

Purple Pens

From Year 2 onwards, where ability allows and appropriate to the context, children respond to all types of feedback by improving their work, indicated by the use of 'Purple Pens'. They are also encouraged to use a purple

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pen to edit their work.

Ongoing Research

We are continuing to experiment with different ways of improving the effectiveness of feedback. In particular, methods are being explored, analysed and developed to maximise opportunities for different types of verbal, in the moment feedback within each lesson and to ensure that it is factored into weekly plans as an integral part of teaching and learning.

FEEDBACK KEY

VF	Verbal Feedback
PA	Peer Assessment
SA	Self-Assessment
CI	Child Initiated (EYFS)
AI	Adult Initiated (EYFS)
I	Independent Work
T	Feedback from teacher
TA	Feedback from teaching assistant
ST	Feedback from supply teacher
	Means the WALT has been achieved
Sp	To prompt children to look at the spelling and check if it is correct
t	To prompt children to check the tense used
P	Indicates the punctuation on that line of writing needs correcting or could be improved
S	Indicates that the 'sentence' does not make sense and needs checking/correcting.

In EYFS adults will annotate the work to indicate which the focus of the child's work within the EYFS curriculum.