ST PETER'S SCHOOL

FEEDBACK POLICY

Persons responsible	Head and Chair of Governors
Document date	September 2021
Review date	September 2023

"The main role of feedback, at least in schools, is to improve the learner, not the work." Dylan Wiliam.

As a school we aim to create a culture of effective feedback in order to maximise the impact on learning through the use of a wide range of approaches which research and evidence suggest are the most effective. This policy recognises the significant time that written feedback can take and therefore seeks to make the most effective use of teacher time.

We believe that teachers, as the professionals who knows their class best, should be able to decide what feedback is most appropriate in each given situation. Every decision that a teacher makes surrounding feedback should be based upon what will be the most effective for the learning in their classroom. In cases where progress or feedback is not adequate, senior leaders will spend more time closely monitoring the feedback cycle within a class.

The *Education Endowment Foundation research (June 2021)* shows that effective feedback should adopt the three fundamental principles:
- Lay the foundations for effective feedback, with high- quality initial teaching that includes careful formative assessment
- Deliver appropriately timed feedback, that focuses on moving learning forward
- Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

[https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback 19/09/21]

The school has taken on board these findings alongside guidance from other educational experts when producing the following key principles and policy.

KEY PRINCIPLES OF FEEDBACK AT ST PETERS:

- The sole focus of feedback and marking should be to further children's learning;
- Feedback can be verbal or written;

- Written comments should only be used where they are accessible to students according to age and ability;
- Feedback delivered closest to the point of action is most effective;
- Work is discussed and marking collaboratively with the child whenever possible;
- Feedback recognises, encourages and rewards children's efforts and progress, providing clear strategies for improvement and identifying next steps.
- Feedback aids teachers' future planning to ensure good progress;
- Feedback is provided both to teachers and pupils;
- Feedback that has the child at the centre of learning helps the child learn how to be the best learner they can be.
- Children are given time to reflect on feedback and respond to it.
- Written marking should be exemplary.

WHAT DOES EFFECTIVE FEEDBACK LOOK LIKE IN THE CLASSROOM?

- Dialogue – everyone talking about their learning and next steps
- Learning continually being evaluated and adapted
- Ongoing observations of children – formative assessment embedded into lessons
- Children clear about where they are now and their next steps
- Children being able to articulate what they are learning
- Questioning between children and adults
- Children developing an understanding of what quality learning looks like
- Ongoing modelling of self and peer assessment

When thinking about feedback teachers will consider the following questions:
- What am I aiming to achieve with the feedback? What is the purpose?
- Can the child access the feedback?
- How does it promote learning and progress?
- How much support did the child have and was it appropriate?
- Was the feedback effective?
- Have the children responded appropriately?
- Who is it marked for?
- Does the feedback address basic errors?

TIMING OF FEEDBACK

Timing of the feedback can be categorised into the following three stages
Immediate – takes place during the lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.
Summary – takes place at the end of the lesson or activity. This may involve some form or peer or self assessment.
Review – takes place away from the point of teaching and provides feedback to the teacher about how well pupils have understood concepts. This, in turn, informs planning for future learning opportunities for the whole class, groups or for individuals.

See Appendix A for more detail

FEEDBACK PROCEDURES

- 'Purple Pens' are used by the children to do any:
    - self-marking
    - responses to feedback
    - giving peer feedback
    -editing or improvements made to work
- Teacher comments should relate to the learning objective and success criteria and, when appropriate, reinforce individual targets
- Teachers mark using a green pen
- Other staff members to mark in a different colour
- Pupils should initial their comments when peer marking
- Teacher handwriting should model the school handwriting style appropriate to the pupil's development

MARKING CODES

The aim of using marking codes is to provide effective signposting for our children, enabling corrections and improvements within lessons where possible. As children move in to Year 5 and 6, such explicit signposting will become less evident as they are encouraged to edit more independently.

Appendix B

WRITTEN FEEDBACK

At times, teachers may decide that an individual child's work should be marked in greater detail. Comments can refer to effort as well as achievement. Written feedback should reflect where they have been successful linked to the learning objective /success criteria and will include 'next steps' and/or 'closing the gap' comments to enable the child to improve/correct that piece and also to take on for future work.

There must be regular evidence of extended writing across the curriculum. Writing in these subjects should be of the same standard and should be marked as above.

NEXT STEPS/CLOSING THE GAPS

Next steps are used to advance progress and are identified through the use of the → They can be used in all subjects and should address either a misconception or take the learning forward. The Teachers will use their professional judgement of when these are appropriate but we would expect to see them in Writing at least once a week during the appropriate phase, twice a week in Maths and in other curriculum areas where appropriate.

Children should respond to all feedback and time should be planned and given to enable them to do this during or at the end of a lesson or in a subsequent lesson. Children should use' purple polishing pens' to do this so that their responses and improvements are evident.

See Appendix C for example next step statements

SELF AND PEER MARKING

Self and Peer marking Children are often encouraged to provide feedback on their own or a peer's work (with guidance from the teacher). Children need to be trained how to do this and have the process modelled to them. As they move through the school, they develop their experience and expertise in doing this constructively.

HOW IS MARKING MONITORED

The SLT and Subject Leaders will monitor books and talk to children about their work, including how feedback helps them to improve, as well as evaluate impact through monitoring of pupil progress and discussion with staff.

SUPPORT FOR STAFF

It can take time to develop a real understanding of when to use most effectively a particular type of feedback. Staff are given opportunities to support each other in this process through professional conversations. If a member of staff is unsure, they would seek support from each other or a member of the SLT

Appendix A – **Type of Feedback**

Type	Examples of methods for formative assessment and feedback	How it can be seen
Immediate	- Every pupil response - In the moment e.g. responding to whiteboard work, questioning on carpet etc. - Conferencing - Hinge questioning/ Mini plenaries - Peer feedback - Self-assessment - Targeted questioning - Think-pair-share Pupils articulating their work and how they can improve it - Provision of challenge - Marking work - Quizzing/testing - Effective questioning - Observation	✓ Recorded in books by the use of 'Verbal Feedback Stamper' ✓ conferencing ✓ Lesson observations/learning walks ✓ Pupil discussions ✓ Self-assessment against success criteria ✓ Challenge evident in books ✓ Work marked in books
Summary	- Self-reflection and editing - Peer or self-assessment against the success criteria - Reflective self-assessment based on what the learner has learnt in that session – either written or verbal assessment - Peer-feedback - either verbal or written - Marking work - Pupils self-assessing via book piles, hands up, self-assessed piles of books etc.	✓ Lesson observations/learning walks ✓ Evidence of self and peer assessment ✓ Children's self-assessment will reflect the immediate feedback happening in the classroom ✓ Peer marking ✓ Success criteria ticked/crossed ✓ Marking work
Review	- Marking work - Written comments/annotations for pupils to read/respond to - Provides teachers with opportunities for assessment of understanding - Teachers may plan a conference for children who have struggled - Leads to adaptation of future lessons through planning, grouping or adaptation of tasks - Leads to next steps being set for pupils' future work or immediate action	✓ Marking work ✓ Written comments and appropriate responses/action ✓ Adaptations to teahing sequences/tasks when compared to planning ✓ Next steps

Appendix B – **Marking codes**

Where appropriate and necessary the following codes will be used.

✓ correct work

● incorrect work   - Pupils should leave any incorrect answers and use purple pens to add any corrections

'Sp' – to identify the incorrect spellings. This is limited to words the teacher would expect the child to know, up to a maximum of three. The children write the correct spelling three times. [**]

'P' – Punctuation. This may also include **'CL'** (Capital Letter) and **'FS'** (Full stop)

‿‿⌒ - Grammar -read this back for sense.

'^' - Missing word

VF – Indicates verbal feedback has been given

WCF – Indicates a whole class feedback sheet has been completed and shared with the class as a learning point. [see appendix B]

'T' – Where the teacher has assisted the pupil with their work for a significant amount of time.

'TA' – Where the teaching assistant has assisted the pupil with their work for a significant amount of time.

'I' - A piece of work may be marked with an 'I' if the teacher feels it is appropriate to note they have worked independently.

→ Identifies a next step or challenge question.

[**]For less confident writers, a "sp" and "p" should written above the place of error.
For more confident writers, "sp" and "p" should be indicated in the margin.
For expert writers, just the paragraph to be edited should be indicated.

Appendix C – **Whole Class Feedback sheet**

When whole class feedback is given, the teacher will undertake a book analysis, making notes to assess learning gaps. These are then addressed in the next session giving children dedicated time to correct/edit/improve their work. These feedback sheets are kept to inform future planning.

Date		Subject/LO	
Whole class issues to address / misconceptions / next lesson notes			
Praise and Share		Further Support	
Basic Skills Errors		Presentation	
Extension questions		Next step (if relevant)	

Appendix D
Useful Next Step Statements

Statements are provided to move learning on in the context of the learning objective. These might be to correct, extend or deepen learning.

Possible statements for next steps in maths

- Show me…
- Write a problem of your own
- Does it work for…?
- Try with… (increased digits, higher numbers, different operations)
- Is this true for…?
- Can you explain…?
- Can you write a rule for what you have found?
- …Prove it!

Possible statements for next steps in English

- 'Edit and improve your writing by…
- *This sentence is muddled with too many points. Can you separate the points into two or three sentences that are clear to your reader?
- Re write this sentence* and use…(give examples of punctuation or different vocabulary)
- Your writing would be better presented if it was written in paragraphs. Add **//** to show where a new paragraph should start.
- Rewrite this sentence * using cursive handwriting
- Can you add a conjunction here * to develop this description?
- Check your use of punctuation here*
- What did you see/hear/smell/believe?

Possible statements/ideas for next steps in Foundation subjects

- Which event / outcome was the most important? Explain your view.
- How do you know?
- Why was this an important event?
- What information is not in the account that would be useful to know?
- What is your view of this person? Explain your ideas.

Some ideas for scaffolding prompts

- Adding a phrase to the work which the child can then build on
- Begin a new sentence for the child to extend their work
- Give alternative choices of words
- Model a higher level example so children know where they are aiming for