Feedback Policy

Great Ponton CE Primary School

Approved by:		Date: 13/10/2020
Last reviewed on:	October 2020	
Next review due by:	October 2022	

Rationale:

At Great Ponton Church of England Primary School, we recognise the importance of feedback as part of the teaching & learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

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
- provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, teachers at Great Ponton (with support from our collaborative partnership) have investigated 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**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles:

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback 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;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a 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.
- all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

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 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. Feedback occurs at one of three common 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 (may include written comments; whole class feedback forms used for formulating notes)

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. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Great Ponton, this can be seen in the following practices:

Time	What it looks like	Evidence (for observers)
Immediate	• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code.	• Lesson observations/learning walks • Some evidence of annotations
Summary	• 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 • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	• Lesson observations/learning walks • Timetabled pre- and postteaching based on assessment • Some evidence of self- and peerassessment • May be reflected in selected focus review feedback (marking)
Review	• Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action	• Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

Matching 'marking' to feedback:

There are three types of effective feedback:
- Task (FT)
- Process (FP)
- Self-Regulation (FR)

All work will be acknowledged in some form by class teachers. The purpose is to check for understanding.

"Feedback aimed to move children from task to processing and then from processing to regulation is most effective. Too much feedback within a level may even detract from performance. For example, FT that provides very specific information about the correctness of the minutiae of tasks and is not also directed to the processing required to complete the task can direct attention below the level necessary for high-level performance." Hattie & Timperley

Type of 'Marking'	Purpose	Student Improvement Action
'Live' Marking Whilst students are working the teacher circulates and 'marks' their work asking questions or giving hints rather than providing answers. Rosenshine found that optimum time for these contacts was 30 seconds or less.	To check for surface understanding during independent practice. This is an effective way to give FT Feedback. • *"Immediate error correction during task acquisition (FT) can result in faster rates of acquisition"* Hattie and Timperley. • FT feedback is good for tackling inaccuracies and misconceptions and should be done rapidly before frustration occurs. • *"Simple rather than complex FT tends to be more effective"* Hattie and Timperley. • 'Live' marking helps students to redraft immediately, preparing them for exams.	Students correct their work immediately. **Time Implications** 0 minutes out of lesson marking.
Rationale *"Once errors have been learned, they are very difficult to overcome...Providing guided practice after teaching...and checking for student understanding, can help limit the development of misconceptions... Research has found that students were more engaged when their teacher circulated round the room"* Rosenshine		

Re-guided teaching

Type of 'Marking'	Purpose	Student Improvement Action
Re-guided teaching Teacher 'marks' work by repeating or re-guiding instruction. This might be informed by a 5 Minute Flick	To provide systematic feedback and corrections. Rosenshine suggests that practice should have an 80% success level. Less than this, and re-guided teaching may be the most effective 'feedback' strategy.	Repeat of initial task. **Time Implications** 5 minute flick to gauge student understanding.
Rationale *"FT is more powerful when it is about faulty interpretations, not lack of information. If students lack necessary knowledge, further instruction is more powerful than feedback information."* Hattie and Timperley		

Guided marking practice

Type of 'Marking'	Purpose	Student Improvement Action
Guided Marking Practice Students 'mark' their initial task guided by worked examples or models of excellence.	To allow students to develop strategies for error detection. This is an effective way to give FR Feedback. FR feedback develops students' *"self-regulatory proficiency ...to review and evaluate their...strategies... [and engage in] correcting mistakes, and using fix-up strategies."* Hattie and Timperley. The Education Endowment Fund finds that self-regulation adds 8 additional months to average pupil progress. • 'Cues' like worked examples work because, *"feedback is more effective when it provides information on correct rather than incorrect responses."* Hattie and Timperley • Students check for accidental mistakes so that teacher marking focuses on misconceptions and errors. • @Reflecting English explains the benefits of redrafting	Students use guided marking practice to improve their initial task. It could be done on an initial paragraph before drafting an essay or on an essay before re-drafting a paragraph. Ideas on 'micro revision' @The Goldfish Bowl **Time Implications** 10 minutes to create Assessment Framework

Rationale
Using FR feedback builds students' capacity to self-assess. *"Less effective learners have minimal self-regulation strategies, and they depend much more on... the teacher for feedback"* Hattie and Timperley. Where students develop effective error detection skills this *"can be very powerful"* Hattie and Timperley.

Teacher marking

Type of 'Marking'	Purpose	Student Improvement Action
Teacher Marking	To provide systematic feedback to the students and teacher. This is an effective way to give FP feedback that develops the processes underlying tasks. - FP feedback *"appears to be more effective... for enhancing deeper learning"* Hattie and Timperley. - FP feedback should be transferable to unseen versions of the process. - Delayed feedback is more effective on challenging tasks involving greater degrees of processing.	Dedicated Improvement and Reflection Time (DIRT). Ideas @Huntingdon School Self Assessment 2.0 @The Goldfish Bowl **Time Implications** Less time than annotating and correcting students' work for them and adding lengthy targets.

Rational
"Immediate error correction during fluency building can detract from the learning of automaticity" Hattie and Timperley.

Target-setting:

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases, targets are clearly set out through use of the marking code and accompanying comments.

To support this, teachers at Great Ponton will have regular pupil/teacher conferences with their pupils. These will allow teachers to discuss a pupil's learning on a 1:1 or small group basis. Pupils will be given an opportunity to celebrate their progress and to discuss with their teacher any areas where they feel they may have struggled. Targets can be agreed and reviewed at this meeting.

There is no expectation that targets are updated on a fixed term, but these should be reviewed regularly by both pupils and teachers, and updated when they are achieved. Where targets remain for a long period, these should be reviewed to take account of a child's needs and progress.

In mathematics, targets for all pupils are based on the key number skills needed for each stage of learning that underpin broader mathematics learning, including number bonds, multiplication facts, and standard written methods.

In English, formal targets are drawn from the school's Key Objective assessment framework in KS1-2, and from the 'Development Matters' documentation for EYFS. For pupils in KS2, and those in younger year groups who are able to access them, targets are recorded on the assessment and target-setting sheets kept in a familiar place for pupils.

Whole Class Feedback Form:

As well as addressing workload and the balance between marking/feedback, whole class feedback forms are kept as useful notes/reminders for teachers about the successes and development points – it also serves to help identify trends within individuals, groups or subjects.
It also gives a snapshot of the whole class's progress and allows teachers to 'fine tune' lesson planning/preparation.

Whole Class Feedback

Date: ....   Lesson: ....

NEXT STEPS IN LEARNING	MISCONCEPTIONS/ERRORS
	NEED FURTHER SUPPORT
	STAR PERFORMERS

GOOD EXAMPLES	PRESENTATION ISSUES	INCOMPLETE