



Feedback Policy

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1. Rationale

At Maple Tree Primary School, we believe feedback should provide constructive response for every child, focussing on success and improvement needs against learning intentions: enabling children to become reflective learners and helping them to close the gap between current and desired performance. Our aim is to encourage our pupils to develop a growth mind-set, and gain resilience when learning.

2. Definition

Feedback is defined as ‘information given by a teacher to pupil(s) about their performance that aims to improve learning’ (Higgins et al, 2019). Therefore, feedback involves teachers engaging and interacting with their students on both a one-to-one, small group and whole-class level. It allows teachers to identify, quickly, common misconceptions by circulating and observing the class, through the one-to-one conversations or by looking at work produced. It should be noted that the main role of feedback, at least in schools, is to improve the learner, not the work. The idea is that, after feedback, students will be able to do better at some point in the future on tasks they have not yet attempted.

Feedback should:

- ✓ Give children recognition and praise
- ✓ Focus on moving learning forward, targeting the specific learning gaps that pupils exhibit
- ✓ Be delivered at an appropriate time for the learning and learner in question; teachers use their professional judgement on this

- ✓ Be allocated sufficient time to allow for pupils to use it in following lessons
- ✓ Be age appropriate and considerate to the needs of each child
- ✓ Empower children to take responsibility for improving their work
- ✓ Sit alongside strategies that encourage learners to welcome feedback to positively impact on pupil motivation, self-confidence and their trust in the teacher
- ✓ Be both effective and manageable for teachers in order to ensure maximum impact for the learners
- ✓ Be part of the school's wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress
- ✓ Account for the fact that new learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it
- ✓ Be used some time after the original teaching input when assessing if learning is now secure, e.g. end of unit assessments.

3. Planning for Effective Feedback

The impact of feedback could be limited by the pupils not having a strong enough understanding of the knowledge, skills, and concepts taught to begin with. This could mean that when feedback is offered they are unable to understand what to do to move their learning forwards. To offer effective feedback, teachers must first lay the foundations. Specifically, they need to provide high quality instruction, including the use of two formative assessment strategies. Good initial instruction will reduce the work that feedback needs to do while formative assessment strategies are required to:

1. set learning intentions (which feedback will aim towards); and
2. assess learning gaps (which feedback will address).

At Maple Tree Primary School, all of our lessons begin with outlining the Learning Objective (LO) and Success Criteria (SC) so that the pupils know what they are focussing on and aiming towards. Feedback delivered will be in relation to these LO and SC. Pupils will also have individual targets that they are working towards based on their learning gaps.

4. Implementing Effective Feedback

4.1 Verbal Feedback

Verbal feedback is an integral aspect of effective instruction that can be delivered in a variety of different ways. It can be pre-planned and highly structured, such as whole-class feedback or a structured one-to-one discussion; alternatively, it can be instantaneous and spontaneous, such as quick prompt task advice ('you could do with more detail in that answer'). It can be directed to an individual pupil or a specific group with shared learning needs. On the other hand, it could be offered to a whole class. It can accompany written feedback, whether that be comments, marks, or grades, or it can stand alone.

Working the room

Throughout lessons, staff should be moving around and interacting with groups of learners or individuals to offer feedback on their learning. This informal verbal feedback is instantaneous and powerful in its potential impact but shouldn't take away from a child's ability to work independently.

Use of a visualiser

Teachers should use visualisers to share and collectively discuss examples of work. To prepare, teachers read exercise books but rarely write in them. They then use a handwritten sheet of comments which summarises the strengths and targets for the entire class (appendix 2), naming a number of students, before moving onto a small number of examples from books that exemplify some of those strengths and weaknesses, using the visualiser to further highlight these to the class.

In the younger classes, the teacher guides the students to pick the good points out of these examples. An 'even better if' example is also shared from the class, but usually anonymously. Before showing it to the class, the teacher may choose to check this is OK with the pupil, and explain why this is a positive activity, as their work will help the rest of the children to improve. Following a whole-class discussion about the examples, the class might then switch to paired talk to identify (for example) where full stops should go. After eliciting improvements from the class, the teacher and the children all work together to model an improved version of the answer via the visualiser.

In an older class, a greater range of work might be shared with strengths and targets identified by the same pupils who are considered mature enough to be able to share their weaknesses as well as their strengths. Pupils' emotional responses to this feedback are carefully managed as the feedback is carefully framed.

4.2 Written Feedback

Written feedback has proven to be effective, for pupils who can access them, when used in the correct way at the correct time. Teachers do not need to give them all the time, for every task, and if they are taking the time to provide them, they should ensure that this time is not wasted, ensuring that pupils are then given ample opportunity to use and act on the feedback given. Where verbal feedback can be used instead, it should, especially where whole class misconceptions or areas for development occur, due to the high time cost associated with written feedback. At Maple Tree Primary School, the teachers show feedback on work in green pen and TAs in black pen.

Use of feedback codes

Feedback codes are used to help students improve their work by allowing them to understand exactly when/where an error occurs and what they need to do to develop their work. When used effectively, codes can save teachers marking time, can ensure that students have in-depth feedback and can promote student engagement with the feedback they are given. Teachers utilise the short list of feedback codes shown in Appendix 1 at Maple Tree Primary School.

One-to-one conferencing

One-to-one conferencing between adults and pupils has shown to have significant impact on pupils' outcomes, especially with writing. All children should have the opportunity to have some 'conference' time with the teacher, although some pupils may need more time than others. This ensures each child in the class has live targeted individual feedback, support and challenge. The teacher and teaching assistant will spend approximately 5 minutes with each child during the lesson, while the rest of the class are working independently or with their peers. The child, where appropriate, reads their work to the teacher. This enables the child to hear any errors and with support from the teacher, work can be edited and improved. The teacher or teaching assistant should model how to edit and improve at the start of the one-to-one live session but then allow the child to spot their own mistakes and make relevant changes and improvements independently. This form of feedback is more strategic because it allows the child to act on their work immediately and teaches them to reflect on their work. The teacher and teaching assistant

will use minimal feedback codes so that it doesn't become an error identification on behalf of the pupil. This form of marking enables the child to do the hard work and thinking for themselves. A few children might need clues and one or two might need a lot more help but this is where live feedback works well because the teacher can tailor the feedback, support and challenge to each individual.

4.3 Peer and Self Feedback

Teaching self-marking or peer-marking involves teaching pupils to think deeply about the work they have just learnt. Otherwise, they might just scan through their work, reading but not really thinking. When you think deeply about something, it is much more likely to get stored in your long term memory. Peer-marking also gives children the opportunity to consolidate their learning.

In KS1 pupils respond, edit and improve their work using coloured pencil and in KS2 children respond, edit their work or self-mark/peer mark in purple pen. Using various colours enables feedback and corrections to be seen clearly.

In the Early Years pupils begin using peer and self feedback verbally, before moving to marking their answers as correct and incorrect in year 1. In year 2, children are taught to self-assess and peer assess in a range of ways (see appendix 3). Group editing tasks are used to enable children to begin to gain independence and confidence. The teacher will work with a group, scaffolding and modelling how to edit and improve writing.

Children are paired in mixed ability pairs and read their own or each other's work, suggesting improvements, alterations and refinements which the author of the piece then adds in coloured pencil (KS1) or purple pen (KS2). Working as a pair, helps children to develop a growth mind-set because they know that we learn from making mistakes and making mistakes is part of learning. Spending time editing written work means they get through less than if the teacher had marked it for them. However, they learn more by forensically inspecting their own and each other's work and improving it, rather than simply writing more. It is quality, over quantity.

Marking closed questions

Self-marking and peer-marking of closed questions is encouraged for lessons like SPaG and Maths fluency, where there is a right or wrong answer. Teachers have answers to problems available and this means that, after completing a few calculations, pupils can check their answers themselves. That way, if they have a misconception or misunderstand something they can alert the teacher during the lesson. This avoids the situation where a child has diligently worked through reams of work, as the class teacher works with a group, but has done entirely the wrong thing. This is worse still if it happens with a whole group. Self-marking means that mistakes are realised a few minutes into the lesson, rather than at the end. This approach also has the benefit of improving pupils' confidence. Furthermore, it also allows children, who are alternatively getting everything correct, to progress on to more challenging work.

Modelling

Teachers will model how to give effective feedback on a range of tasks/learning before expecting the children to peer or self assess. Showing pupils' work under a visualiser can showcase good work and help to set high expectations for quality work, while allowing the class to look at the next steps for that child. Pupils are then given time to reflect on their work and consider how they, or their peer, could improve. The same can be done by sharing example of good practice or 'What A Good One Looks Like' to which the children can compare their own work to. Using the visualiser during the lesson to give feedback enables children to reflect together and make suggestions for improvements to their work while it is still relevant.

Assessing against LO

We also use steps to success in the form of Learning Objective (LO) stickers where children self-assess themselves against the lesson's criteria. This is another form of self-assessing that involves teaching children to think reflectively about their learning. These self-assessed steps enable the teacher to assess who has understood the learning and should inform next steps.

5. Utilising Effective Feedback

The key component of any form of assessment is using it to inform the next steps in a learner's journey. This will both inform any immediate feedback needed, but also the planning of future lessons. A way to document and record this information is through 'Whole class feedback sheets (Appendix 2).

At the end of the lesson, books are collected and the teacher will look through the self-marked / peer-marked work; they will initial to acknowledge the work. Using this, and their knowledge gained from informal assessment throughout the lesson, teachers will then complete a whole class feedback sheet to record who has met the learning intentions for that lesson and who requires extra support. At this point, it may be appropriate to use marking codes or written feedback for individual pupils, but where whole class misconceptions or next steps arise, this feedback can be planned into the next lesson. Misconceptions are then addressed and re-taught at the start of the next lesson. Also, specific praise can then be given and shown under the visualiser, for example, for clear written methods or explanations given.

Maple Tree Feedback Codes

sp – a spelling mistake

P – missing punctuation

^ - missing word

? – check again to make sure this makes sense

Depending on the level of support you could also use one of these:

S – supported work

I – independent work

G – group work

C - copied

VF – verbal feedback given

Work is initialed by the adult leading the learning: teachers in green pen and teaching assistants in black pen.

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Appendix 2

Whole class Feedback sheet

Date:

Lesson:

Work to praise and share	Need further support
Presentation and basic skills errors	Further challenge
Misconceptions and next lesson notes	

Appendix 3

Strategies to support feedback

- **Model** writing or maths methods under the visualiser, make deliberate mistakes. Can they spot these? Point them out and make them really clear that you don't use, e.g. and...and...and... or not putting numbers in columns. This technique can be used at the start, middle lesson or at the end.
- Teachers to **spot check books of the 'invisible children'** in the class. The ones that don't ask for help and just seem to get on with the work.
- **Strengths and weaknesses discussion** is when you share anonymised examples of work, without informing them which is the high and which is the low quality piece. Discuss the strengths and weaknesses of the work and use this discussion to construct steps to success. This develops a shared understanding of the concept of quality that they are aiming for. Feedback can then be used to move pupils towards this concept.
- **What not to do** is aimed at constructing a list of what not to do or write.
- **Choose-Swap-Choose** is a strategy where a teacher asks pupils to do the same thing multiple times, before working with a partner to identify which attempt was most successful. For instance, in KS1, a teacher may ask pupils to write the letter 'd' ten times. Each student could then circle which is their best attempt before swapping with a partner and discussing whether they agree with their choice. This provides an opportunity to discuss the quality of work and this technique could be used across subjects and phrases.