Feedback Policy

Approved by:	Teaching & Learning Committee	Date: Autumn Term 2020
Last reviewed on:	Autumn 2017	
Next review due by:	As necessary	

What is Feedback?

Feedback comes in a variety of forms and is an essential element of the learning process. It is part of the teaching and learning cycle ensuring that all learners are able to make progress and improve, not just on a single piece of work but in the future also. High quality feedback, both formal and informal, is a regular and essential part of every lesson. Feedback, as in integral part of the learning process, should be specific, clear and appropriate in its purpose and productive in its outcomes. It must be precisely positioned and positive in tone. The best feedback, whether it is written or verbal, is as immediate as possible and will give pupils a clear sense of how they can improve. For feedback to have the intended purpose, time must be given for pupils to respond to it, allowing them to make progress as a result.

Feedback sits within a focused approach to lesson sequencing. Using the RIPE cycle – Review, Improve/Introduce, Practise/Produce, Evaluate – to structure and frame lessons will therefore allow us to implement and maximise the impact our feedback will have.
Such a framework allows children to review prior learning, ensuring there is sufficient time to go over misconceptions and to correct errors ; be introduced to new concepts once others are secure; practise new concepts within a particular context; and evaluate their outputs against standardised exemplars.

In addition, teachers must engage in a responsive teaching cycle with their children, in which they respond to the feedback they are receiving from their children. If common errors are being made, for example, this can be picked up on immediately in the lesson to the whole class/group of children, or the following day as an adaption to the pre-planned teaching and learning cycle. In line with RIPE principles, feedback becomes a two-way process in which the teacher adapts their teaching in response to the outcomes of the children.

Feedback and Remote Learning

In the current climate it is likely that one or more of our pupils will need to self-isolate for up to multiple days at a time. Teachers are required to provide work for pupils during this time. It is our duty, therefore to provide pupils with feedback so they can continue to make progress even if physically away from their classroom. To make workload manageable – whether a teacher is providing a combination of in-school teaching and online learning, or is fully teaching their class online – the following procedures will apply to giving feedback through Seesaw:

Of the tasks set by the teacher 1 piece of work will receive a 'like' only; 1 piece of work will receive a short and meaningful comment in line with the expectations of written feedback outlined below; and all other tasks completed will be acknowledged through a whole-class announcement with feedback given only to address any fundamental misconceptions that have occurred in these pieces of work. Teachers are free to decide which pieces of work each of the above criteria will apply to, with a focus on raising standards in maths and writing.

Aims of Feedback

- To help pupils make progress, not just on a single piece of work but for future pieces of work
- To provide strategies for pupils to help them know how to improve
- To give pupils dedicated time to reflect upon their learning and put effort in to make improvements
- To inform planning and structure the next phase of learning
- To facilitate effective and realistic target setting for pupils and/or the teacher
- To encourage a productive dialogue to develop between pupil and teacher, as well as between a pupil and their peers
- To encourage pupils to have a sense of pride in their work
- To encourage pupils to perfect presentation
- To correct mistakes with a focus on literacy and mathematics skills and strategies

Principles of Feedback

Feedback should be timely and respond to the needs of the individual learner. A dialogue should be created: between the teacher and pupil, between the pupils at large, or between the pupil and themselves. It is essential to allow time for pupils to engage with feedback and enact that which they feel is relevant and important to move their learning forward. Pupils should be encouraged to assess their own work against collaboratively created learning goals.

Peer and self-feedback are valuable tools for learning that should occur regularly, after careful structuring by the teacher.

Type and Frequency

Verbal Feedback
Evidence shows that verbal feedback is one of the most powerful forms of feedback that leads to improved pupil outcomes. Consequently, this will be the most frequent form of feedback as its immediacy and relevance leads to direct pupil action, and therefore to progress. It will take place within lesson time, or as close to the lesson as possible.

Verbal feedback may be directed to individuals or groups of pupils; these may or may not be planned for but will be based on acute and strategic assessment for learning.
It is not necessary to indicate in a pupil's book, using 'vf' or otherwise, when verbal feedback has taken place.

Peer Feedback
Teachers cannot have a dialogue with every pupil at once, but pupils can all be involved in meaningful dialogues with each other to support the process of working out where their learning currently is and how to move it forward.

Effective peer feedback is rigorously structured and modelled by the teacher. These structures are seamless and integrated into the school's pedagogic model and sit within a classroom culture in which mistakes and critique are valued in an atmosphere of trust.

Pupils need to be well trained over time to effectively peer assess one another. This process will be led by all teachers. Once a robust and well-defined procedure for peer feedback is in place, it is shown by research to be one of the most effective modes of feedback.

Self-Reflection, Assessment & Feedback
Akin to peer feedback, pupils need an explicit and clear structure to identify their learning needs. Pupils should be given time within a lesson sequence to reflect on their learning, for example, self-marking mid-way through a maths lesson or pausing to read their writing in an English or topic lesson. If pupils uncover errors or lack of understanding, the teacher should provide further directed feedback to help those children move forward.

Teachers should both help uncover and share the elements of success in learning where appropriate. A powerful way to do this can be to show a successful piece of work during a lesson and encourage the class to pause and reflect on what makes it good and how they can edit their own piece in response.

Written Feedback
Research by the Education Endowment Foundation shows that written feedback has limited impact on pupil outcomes and is also a key factor in increased workloads for teachers. Consequently, written feedback will not be a required frequent feature of the marking and feedback process a teacher engages in with their pupils. Teachers at Milton Road will not be obliged to show a certain amount of written feedback in a pupil's book. Teachers should decide which type of feedback will be most effective in moving a pupil's learning forward and use that method.

Written feedback:
- will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject, lesson, pupil or context. It will be the least frequently used form of feedback in most contexts
- will reflect our school's high standards of presentation and handwriting
- when determined appropriate to use – for example, in the middle of the drafting and editing process in English – written feedback will be a balance of positive reinforcement of mastered skills and clear, current and actionable ideas to move a pupil's learning forward. Vague, generic comments have been shown to have little impact on a pupil's learning and can easily be misinterpreted by the pupil. For ideas of 'moving on' or 'closing the gap comments' please see the corresponding appendix at the end of this policy
- should not be lengthy and should be appropriate to the context of the learner receiving the feedback
- will include the identification of specific errors such as misspelt statutory words, grammatical errors, presentation issues, a misunderstanding of a mathematical concept, a calculation error. Pupils should act upon these.

A minimal series of codes will be used throughout the school. The meaning of these will be shared with the children so they can be acted upon independently. This will allow teachers to mark more efficiently, without adding to workload. These codes can be found at the end of this policy.

Formative & Oral Formative Feedback Strategies

For a consistent and collective approach to providing strong feedback in lessons, a list of strategies has been compiled. These strategies form part of the school's pedagogic model, embedded within the teaching and learning cycle and are not 'bolted on' to lessons. Teachers will use those which best fit the needs of their class. Please see Appendix 3 at the end of this policy for the list.

English & Mathematics Feedback

If the English standards of our pupils are going to improve, we must give appropriate and targeted feedback across the curriculum, not just in English lessons. For pupils to take pride in their work they must realise that spelling, grammar and punctuation are not only important in English lessons but are essential for successful communication everywhere. These elements of spelling, punctuation and grammar should, therefore, be monitored in all lessons.

Our self-assessment writing non-negotiables should allow children to independently identify and correct any punctuation or grammatical errors. These correlate to the national curriculum expectations for each year group and therefore are built upon by the pupil each year. There is no requirement for each pupil to have these stuck in their writing or topic book, but they should be visible to children when they are writing. They may be integrated into the lesson, for example, or displayed in the classroom. The set of non-negotiables can be found in the corresponding appendix at the end of this policy.

High standards of mathematics should also be expected across the curriculum, where appropriate. For example, concepts such as graphs, ratio, proportion, etc. should be monitored to ensure their accurate application outside of maths lessons.

It is important to distinguish between mistakes and misconceptions. If, in a series of calculations, one or two mistakes are made, the pupil is likely to be able to correct these themselves. However, a series of incorrect answers is most likely indicative of an underlying misconception. Simply marking a misconception as incorrect without a further prompt may not be beneficial as it is unlikely that the learner has the knowledge to work out where they have gone wrong. Consequently, further teacher intervention will be required.

Within maths lessons, errors in understanding of a mathematical concept should be picked up and acted on as soon as possible, whether through dialogue between the pupil and teacher or otherwise. Calculation mistakes should be identified but left for the pupil to correct.

Support & Development

We are all stewards of every pupil and ultimately responsible for the highest standards of work from ourselves and our children. Senior Leaders will provide support and development related to feedback as part of every induction process and review and revisit core strategies every year. We, both teachers and senior leaders, share in the expectation and responsibility that all pupils will progress in their learning. This may involve INSET training, informal teacher-initiated conversations or more formal approaches, such as Lesson Study.

A range of evidence will be triangulated in partnership between teachers and senior leaders when looking at the quality and impact of feedback at Milton Road: conversation with pupils and staff, work celebrations, internal exemplification & moderations, lesson study conclusions, etc.

Many thanks to our friends at Three Bridges Primary School in helping to shape this policy

Appendix 1: Marking codes

KS1: marking symbols

☺	Great effort shown
✓	Good phrase, word or sentence
^	Word missing
?	Does not make sense
0	Capital letter
↓	Missing punctuation at this point
_____	Spelling to be corrected by you
→	You need to respond to this.

KS2: marking symbols

☺	Great effort shown
✓	Good phrase, word or sentence
//	New paragraph
^	Word missing
?	Does not make sense
0	Capital letter
↓	Missing punctuation at this point
_____	Spelling to be corrected by you
→	You need to respond
*	Add extra information

Appendix 2: Non-negotiables

EYFS

Sounding out words	Finger spaces	Full stops

Year 1

capital letters	full stops	finger spaces	writing on the line	ascenders	descenders

Year 2

capital letters	punctuation	joined up handwriting	check for missing words

Year 3

punctuation	joined up handwriting	pronouns	correct tense
A B C .!?. " "	abcdefg abcdefg	I he she we they	past present future

Year 4

punctuation	joined up handwriting	range of sentence starters	correct tense	paragraphs
.!' ABC ? " " ,	abcdefg abcdefg	Silently Unfortunately Meanwhile After that	past present future	//

Year 5

		: ; . , ! ? A B C 66 ( )... 99	*abcdefg* *abcdefg*	Silently Unfortunately Meanwhile After that	
//	^ ?				
paragraphs	proof read	range of punctuation	joined up handwriting	range of sentence starters

Year 6

//	^ ?	: ; . , ! ? ' ( ) -.. A B C 66 99	*abcdefg* *abcdefg*	prepositions 'ly' words 'ing' words connectives	simple compound complex
paragraphs	proof read	range of punctuation	joined up handwriting	range of sentence starters	range of sentence structure

Appendix 3: Formative assessment feedback strategies

- The ABC Strategy (agree with…build upon…challenge…)
- TPPPTPPP Strategy (teacher, pupil, pupil, pupil, teacher…)
- Live editing of a teacher's modelled work or a pupil's work using a visualiser
- Group, guided or shared activities
- Teacher / Pupil metacognitive sharing/modelling: encouraging pupil's to consider how they learn and the learning behaviours they display
- Think/Pair/Share
- One-to-one sessions with the class teacher
- Opinion lines: give a pupil a statement and ask them to place it along a continuum, being able to discuss their reasons for this
- Enquiry walls & Post-it responses
- Learning spies: pupils observing and reflecting on learning behaviours and other assigned criteria during group work as determined by the teacher (https://learningspy.co.uk/learning/so-what-are-learning-spies/)
- Anchor tasks: often given at the start of a new unit in maths, this term refers to tasks that require pupils to activate prior knowledge, struggle in persevering and problem solving and collaborate to solve a problem. This problem will be directly linked to the new unit of maths about to be studied and so an anchor task provides pupils with opportunity to construct their own knowledge on this new learning before explicit instruction has been given.
- Procedural and Conceptual Variation