



## FEEDBACK POLICY

### What is it?

At St. John's we recognise that providing feedback to pupils is a critical element in ensuring their progress by diminishing the difference between what they have achieved and what they could achieve. This view, and this policy, is underpinned by evidence of best practice from the Education Endowment Foundation, John Hattie and others. It recognises that feedback is a two-way process that takes a variety of forms, both verbal and written, and that in all cases the time spent should be proportionate to the relative learning gains for the children.

The key purpose of feedback is that it should be to further pupils' learning. Therefore, evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.

### Why we do it

- 1 To value the child's efforts and to encourage and support further effort.
- 2 To redirect or refocus either the teacher's or the child's actions to achieve a goal.
- 3 To ensure an appropriate level of challenge.
- 4 To provide guidance to the child on how to improve.
- 5 To assess individual progress and the child's response to teaching points.
- 6 To empower learners to become resilient, independent and self-reflective

## PRINCIPLES

- 1 All feedback should be direct, specific, accurate and clear, and be given in a warm or positive tone, even when negative feedback is required.
- 2 In the classroom, formative assessment is used by the teacher to provide feedback to pupils in a variety of forms. Teachers are expected to adapt and respond to pupils in a dynamic way to ensure sufficient support and challenge to maximise learning; this occurs both during a lesson and in planning for subsequent lessons.
- 3 Feedback is most effective when it takes place closest to the activity; as such, feedback in lessons is more effective than comments provided at a later date e.g. through marking. To maximise impact, feedback should be given before the next lesson in a sequence.
- 4 Our ethos encourages children to see errors as informative and an important part of the learning process and this is reinforced regularly by staff.
- 5 Feedback should make explicit to the pupil what s/he needs to do next in their learning.
- 6 Feedback should be closely related to the objective of the lesson, careless mistakes and significant gaps should also be picked up; not all errors will necessarily be acknowledged.
- 7 Feedback also includes self and peer review; teachers will always provide clear guidance and support to ensure these are worthwhile activities for all pupils.

- 8 Written comments are often considered the least effective form of feedback as it is after the activity session, usually less detailed and less interactive than a conversation and doesn't benefit from teacher gesture, intonation etc. Therefore written comments should be used when no other form of feedback is achievable.
- 9 Written comments should only be used where they are accessible to pupils. These should vary according to age and ability of pupils and take account of any SEND or EAL needs.
- 10 After feedback, pupils should always be given time to reflect, review and respond. It is essential that children complete corrections / next steps indicated by the teachers. This is especially important after marking, otherwise it negates the precious time the teacher has spent and does little to improve learning. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to take responsibility for improving their work.
11. All staff will use the agreed marking symbols; these will be displayed in classrooms.
12. When written feedback is provided by supply teachers, they are required to initial work and follow this policy.
13. Although it may appear that work in books has not been acknowledged, teachers will respond in a variety of ways which may not be recorded. Importantly the child's learning journey should be evident in their book and this will be monitored by senior leaders.