Feedback Policy
An Daras Multi Academy Trust

The An Daras Multi Academy Trust (ADMAT) Company
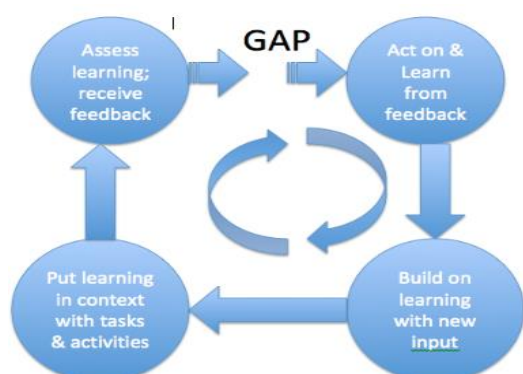
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'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007)

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Feedback Policy

> **1. Aim:** **The focus of feedback is to close the gap. It is integral to the assessment cycle of Plan/ Do/ Review (Plan/ Teach/ Assess).** Effective feedback aims to answer three questions asked by teacher / pupil:
> - Where am I going? (What are the goals?)
> - How am I doing? (What progress is being made toward the goal?)
> - Where to next? (What activities need to be undertaken to make better progress?- breadth and depth)

Following the DFE Workload Review (2018), ADMAT has reviewed this Policy to ensure that its processes are manageable whilst retaining the core principle that children have quality and timely feedback on their learning.

2. Processes: A variety of feedback methods should be used**.** Feedback needs to be specific to the close the gap in learning or provide feedback on the next step.

I. **Verbal Feedback** (Appendix Four). Teachers' use well considered intervention within the lesson to prompt deeper thinking and swiftly address misconceptions. Effective questioning is used to clarify or refocus learning, as well as check-points and mid-lesson adjustments. Verbal feedback can be given 1:1 with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process. The success criteria must be made clear and displayed.

II. **'Light' marking** using some feedback codes during verbal feedback. This is where success is recognised but clear feedback on next steps or further extension is made clear as a group.

III. **Developmental Marking**, using the feedback codes, in which incisive feedback is given to the pupil and response from the pupil is required, through purple pen editing. Detailed written dialogue after a piece of learning is not required. AFL notes to be made on printed planning.

IV. **Self-assessment and peer assessment** using the unit learning ladders, where the identification of the gap(s) in learning are made and successes are recorded using prove it examples.

V. **Pupils** are actively encouraged to 'mark' their own learning based on modelled examples or guiding feedback processes from the teacher using a purple pen. Pupils can provide feed forward to the teacher as verbal feedback to inform the planning, teaching assessment cycle.

3. Procedures for Feedback: Teachers 'mark' to the Learning Intention and Success Criteria.

- Teachers use a pink coloured pen to indicate if the Learning Intention has been met and a green pen to provide feedback (Appendix 1). All learning is assumed to be independent unless otherwise stated.
- All marking is to be done in a clear legible hand aligned to the school handwriting script. ADMAT Editing Codes will be used (Appendix 3).

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- All pupils must receive regular feedback on their learning. Evidence of 'light' marking by the classroom adults should be clear in the unit. There should be evidence of some specific coding feedback within learning as appropriate. (e.g. Innovation in English).
- When giving verbal feedback (VF) it should link to a focus point personal to the child.
- Where appropriate feedback comments may require response by pupils using purple pen, at an appropriate level of challenge, and must be completed by pupils.
- Learning labels (Appendix 2) to be used for a unit of learning. In Guided Reading, Phonics and Spelling the Learning Intention needs to be clear (e.g. LI /ee/ sound/ LI Prediction) and feedback has been given either through pupil 'marking' with purple pen or teacher assessment. To encourage independence older pupils can write the Learning Intentions.
- All teachers need to provide feedback/ 'light' marking of homework as requested by parents.

6. Equality of Opportunity: Effective verbal and written feedback must be accessible to all pupils and reflect their individual abilities.

7. Monitoring and Evaluation: Monitoring of the policy will be carried out through learning monitoring led by the SLT lead. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

Appendix 1: Assessment Information and Feedback. Displayed in the classroom for pupils.

LI Learning Intention	S The specific level of support is noted.
SC Success Criteria	VF Verbal feedback (with a focus point)
Green dot – Used to indicate incorrect answers in Maths.	Pink ticks for Maths/ Pink Underlined words– Indicate accurate learning.

Appendix 2: Unit/Weekly Learning Labels (Landscape) Used for English and Maths, a weekly unit learning label to be used to include Science/ RE and Topic Subjects. S Planning is used for display.

Learning Focus:			Outcome of unit:		Starting Date:04.09.18	
Date of Session	Learning Intentions (National Curriculum)	Core Success Criteria (Small Steps)	Self/peer assessment		Adult Assessment	Evidence (e.g.2 simple)
04.09.18	To . …	To . .	1 2 3		e.g. 2	Floorbook
	To…	To . .	1 2 3		e.g. 3	
	To …	To . .	1 2 3		e.g. 1	
Any support will be noted by the specific learning.			If another adult has lead or supported the session these codes are used by them S ST LA			

Self-assessment Criteria : Child to circle appropriate number (1 – needed support, 2 - achieved the SC, 3 - achieved above the success criteria, drawing upon learning beyond the lesson, making connections)

Children are encouraged to be active participants in generating the success criteria in all learning sessions. The teacher will record the co constructed criteria and display to the class. In writing lessons, children will record their own success criteria for a unit of writing using the class model and their own personal goals into a format as below. This should be used in cross-curricular writing.

Learning Focus:		e.g. Elicitation/ Innovation/ Invention/ Distance	
Success Criteria	Prove it	Self/ Peer Assessment	
To . .			
To . .			

Appendix 3: Editing Codes – All editing codes to be written in green pen

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//	Start new paragraph
sp – written in the margin	Check your spelling
Wriggly line	Written under a word to improve the word / word choice
Straight line	Written under the word to show the incorrect spelling
^	Word omitted
P – written in the margin	Check your punctuation
Circle	For capital or not

In line with assessment, in English during Week Two (Innovation) feedback is required directly within pupils writing. During Week Three (Invention) feedback codes are only required in the margin. During an Elicitation or Distance task general feedback can only be recorded at the end of the learning e.g. check your punctuation.

Appendix 4: Examples of Feedback strategies during the learning lessons to inform planning.

Writing
Start with the assumption that no pupil actually needs much help to edit their work, aside from the scaffolding and modelling you've already done in the lesson. 1. After a lesson, look through the class's work and note down any common mistakes or misunderstandings 2. At the start of the next lesson, show an example of a piece of 'good learning' completed by a pupil 3. Highlight the 'good aspects' of the work to the whole class 4. Next, show an (anonymised) piece of learning that needs some improvement 5. Correct mistakes and make changes in front of the class 6. Instruct the class to spend time working in mixed-ability pairs to proofread their work and make edits as necessary. Proofreading should focus on spelling, punctuation and grammar 7. Then, instruct the class to work on editing or redrafting their work. This focuses more on the content and style of the piece *For pupils who need more help:* • Use prompts, so that the pupil knows to focus on a specific area • If they need even more help, highlight a specific section to help them find the error • Pointing out errors should be a last resort and only done when a pupil is really struggling *Ideas for changing and adapting the approach:* • Instead of point 7, pupils may work in groups to proofread a typed-up piece of work • For younger pupils or those who need more help, ask a teaching assistant to provide a piece of work (which isn't the pupil's own) with one type of error for them to fix • For more able pupils, provide an additional pointer during the editing stage, such as 'think about which other words could be used to describe X', for example

Maths
1. In lessons, encourage pupils to check their learning every 5 questions or so 2. Use a visualiser/ smartboard to model ways of checking that lesson's problems; for example, show pupils to add numbers in a different order to check their addition 3. Use a '3 before me' system for struggling pupils: first they try to fix their mistake, then they ask a peer, then a group of their peers, and then finally they ask an adult 4. Display prompts at the start of the lesson, which include questions to help pupils find their mistake

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5. As with writing, look through the class's work after the lesson and note down any common mistakes or misunderstandings

6. Go through 'good' and (anonymised) bad examples in front of the class

7. Redrafting in math. Correct mistakes, but ask pupils to do the same problem again in a different way, or to try the steps in a different order

Policy Agreed: September 2018   Policy Review Date: Autumn 2020

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