

Chadsmead Feedback Policy

Coronavirus Pandemic adaptations – September 2020

At Chadsmead, 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, staff at Chadsmead 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.

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 looks like this:

1. Immediate feedback 'Live Marking' – at the point of teaching
2. Review feedback 'Book Look' – away from the point of teaching (this element will not happen during the pandemic)

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 Chadsmead, these practices can be seen in the following ways:

Immediate Feedback 'Live Marking'	<ul style="list-style-type: none">• 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 Is always given verbally• May involve use of a teaching assistant to provide support or further challenge• May re-direct the focus of teaching or the task• Use of the Verbal feedback sign and a keyword that describes the feedback• Can involve groups of children as well as individuals• May take the form of self- or peer assessment against an agreed set of criteria. Peer assessment will not happen directly but children will continue to contribute to discussions of how to improve work and give suggestions to peers verbally within the bubble
--	---

<p>Review Feedback</p> <p>'Book Look'</p>	<ul style="list-style-type: none"> • Takes place away from the point of teaching • 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 <p>Books will not be collected in, but previous completed work will be looked at and verbal feedback given. This will still allow teachers to assess understanding, plan for misconceptions make formal attainment judgements.</p>
---	--

Feedback Approach

- All work will be acknowledged by class teachers through highlighting of Learning To's
Where possible the teacher can direct a child to highlight own learning to's
- If children do not receive verbal feedback during the lesson the teacher will 'Book Look' after the teaching, and if necessary, provide verbal feedback at the next lesson. Therefore, each child will receive quality feedback for every lesson
The teacher will provide verbal feedback to each child during the lesson. Book Look will not happen.
- Children respond to verbal feedback in pink pen
- Teachers write in green pen
Verbal feedback only – any modelling of misconceptions or improvement of work will happen in the teaching zone on the class whiteboard.
- Praise, given either verbally, as stickers, stamps, house points etc. is expected to be given at staff discretion. We acknowledge that appropriate praise aids confidence and builds self-esteem which in turn feeds progress
- Teachers will use professional judgement to correct spelling and handwriting when giving feedback, as this can depend on age and need of the individual child
- Guided work and modelling with children is considered as feedback 'Live Marking' and in response it is appropriate for children to use pink pen
Guided work and modelling with take place with the teacher at the front of the class and the children in remain in their seat or appropriate area.

Marking Code

New September 2020

The following marking codes will be evident in books. It is assumed that all work is independent unless the marking code indicates the support given.

Feedback

The 'Learning To' has been achieved	
The 'Learning To' has partially been achieved	
T	Worked with Teacher
TA	Worked with Teaching Assistant
	Verbal Feedback - Keyword
P	Use of prompts such as visual aids/concrete equipment/writing frame etc.
Feedback is given verbally and children respond in pink pen	