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Effective Feedback Policy

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Signed:

Position:

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St Martin's CE (Aided) Primary School Effective Feedback Policy

To be read in conjunction with the Teaching and Learning Policy and the Assessment Policy.

The Sutton Trust identifies that one of the most effective educational approaches for accelerating progress is **'effective feedback'**. The Sutton Trust defines feedback as: *"Feedback is information given to the learner and/or the teacher about the learner's performance relative to the learning goals which then redirects or refocuses either the teacher's or the learner's actions to achieve the goal."*

Their findings suggest that effective feedback is about:

- having suitably challenging tasks or goals;
- giving meaningful feedback – sparingly;
- more what is right than wrong;
- being as specific as possible – comparing current understanding with previous understanding;
- being encouraging and not undermining self-esteem.

At St Martin's CE (Aided) Primary School, we believe that feedback is an essential part of planning, assessment, teaching and learning. It is important that children are provided with constructive feedback, written and oral, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to be able to do. Children should know that it is acceptable to make mistakes – making mistakes is one of the ways in which we learn.

We believe that feedback should:

- help children learn by guiding them forward in their learning, rather than finding fault;
- inform the child of the progress they are making and their next steps in learning, where applicable;
- encourage, motivate, support and promote positive attitudes;
- recognise and celebrate achievement, presentation and effort;
- be based on the learning objective shared at the start of the learning and/or next steps in learning;
- include references to on-going expectations of writing across the curriculum in grammar, handwriting and spelling, relevant to the individual child;
- encourage and enable the children to learn independently;
- correct errors and address misunderstandings;
- provide constructive feedback, which helps children to improve;
- provide information for assessment and inform future planning;
- allow pupils to reflect on their performance and to identify next steps in learning together with the teacher, at an age-appropriate level;
- ultimately be seen by children as a positive approach to improving their learning.

We believe that all feedback should have a positive impact on children's learning, without placing unmanageable demands on teachers' time.

Types of Feedback

Children benefit from receiving a range of different types of feedback. This may include a verbal response, a detailed written comment or the use of symbols. Teachers will use their professional judgement to decide on the most effective form of feedback for each individual piece of learning. The following are all used regularly at St Martin's:

Against the Learning Objective

The learning objective should be identified on every piece of work. This is the main focus of feedback. Teachers can use a double tick to identify that the child has met the learning objective rather than acknowledging this in a written comment.

During the Learning, Alongside the Child

End-point evaluation comes too late for any worthwhile improvement to be made. Children need to be able to make changes and apply new thinking while work is in progress. The teacher may give verbal feedback or mark a piece of work during the task alongside the child. If a teacher gives verbal feedback they record this by putting “VF” next to the piece of work.

Self Evaluation

Children should be given the opportunity to evaluate their own work and provide suggestions for improvement. They should be taught to identify positive features about a piece of work and identify ways to improve based on the learning objective and success criteria. The teacher will review this.

Peer Feedback

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement. They should be taught to identify positive features about a piece of work and provide feedback on ways to improve based on the learning objective and success criteria. When a child provides written feedback they should write their name after the feedback. The teacher will review this.

Next Steps in Learning

In English and maths, next steps in learning are used to ensure that all children make progress in key skills. In order to make progress, children need to:

- understand and explain what they need to do next to improve in reading, writing and maths;
- understand and explain that feedback (marking or verbal) helps them get better at reading, writing and maths by telling them how to improve.

When teachers gives feedback (verbal or written) on a piece of English or maths work, if it is appropriate, they should identify the most important next step in learning for that child and share this with the child. If a teacher identifies a next step, they record this by putting a “NS” alongside the next step. The child should then have opportunities to attempt this next step in learning. When the child is consistently demonstrating the next step, this should be acknowledged, and a new next step should be set. If necessary, a teacher may need to provide targeted intervention to help support a child in meeting their next step. As children become more confident with this process, they should be enabled to become actively involved in the process, identifying when they have met a next step and suggesting future next steps.

For this system to work, children need:

- to be actively taught the purpose and importance of feedback;
- to be actively involved in the process;
- time to read and respond to marking;
- reminding of their next steps in learning prior to completing a task;
- opportunities to apply their next steps in learning.

Whole Class Marking

This type of marking is effective when many children in the class require the same feedback. The teacher uses a code, for example a coloured spot, in the child’s book and then shares with the whole class what each code means.

Close the Gap Marking

This type of marking aims to close the gap between the work children have produced and what they are capable of. Comments could include:

A **reminder** prompt – this reminds the child of what could be improved. For example:

How would David be feeling after Sam had run away?

A **scaffolded** prompt – this provides some support. For example:

What was the monster doing? ‘The monster was so angry that he...’

An **example** prompt – this gives the choice of actual words or phrases. For example:

Choose one of the following to make your work even better or try and think of your own sentence.

Closed Question

This type of marking is used to check understanding of a concept. For example:
Now write me a sentence that includes a simile.

Open Question or Challenge Question

This type of marking challenges a child to demonstrate their understanding or extend their learning. For example:

*You seem to understand tessellation. Now see if you can spot any tessellating patterns around school.
How do you know that all even numbers are in the two times table? Prove it to me.*

Guidelines for Marking

All work, including homework, should be marked in accordance with this policy. Teachers can use codes to support effective feedback- see appendix 1.

Where possible, marking should be done during a given task (alongside the child), or as soon as possible after the completion of the task and always before the next teaching session of that subject.

Response to Spelling

The National Curriculum includes clear expectations of the words that children should spell correctly by the end of each year. At St Martin's CE (Aided) Primary School we expect children to apply their knowledge of spelling across all written work. Therefore when marking a piece of work, teachers could identify words that, based on the age of the child and the teacher's knowledge of the child, they would expect to be spelt correctly. This is identified with "sp" next to the word or in the margin on the line of the misspelt word. Children should then be expected to identify the incorrect spelling, find the correct spelling through dictionaries, word banks, etc.

Response to Phonics

At St Martin's CE (Aided) Primary School children follow a carefully planned phonics programme. We expect any phonics that they have been directly taught to be applied correctly in their written work i.e. a child working on Phase 3 phonics should use Phase 1, 2 and 3 phonics correctly in all written work. Therefore when marking a piece of work, teachers could identify where, based on the age of the child and the teacher's knowledge of the child, they have not correctly applied their phonics knowledge. This is identified with "ph" next to the word. Children should then be expected to find and correct these errors.

Response to Handwriting

At St Martin's CE (Aided) Primary School the expectation is that children will use a cursive joined style, beginning in Year R. The end of year KPIs identify expectations for each year group. Where children do not meet these expectations, the teachers could identify this in their marking with a follow up action based on the age of the child and the teacher's knowledge of the child. For example, if a letter is not correctly placed on the line, the child may be asked to write a line of that letter correctly; if a child has not joined their handwriting, they may be asked to write a sentence again.

Responding to Marking

Children benefit from time to reflect upon feedback and respond to it. This could be at the start of the next session, the next day or the next lesson. Children should be encouraged to ask for clarification if they do not understand a comment, and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received. Children should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.

Informing Planning

Teachers should use the knowledge they gain from marking a piece of work to inform their planning. This could include adapting future learning, identifying children to target during the next lesson or addressing misconceptions.

Learning Support Assistants

LSAs can mark work produced by the group of pupils they are working with, and this is most effective when completed alongside the child, within the session, to give immediate feedback. They should then offer feedback to the teacher, when appropriate.

Supply Teachers

Supply teachers should provide feedback on work that they complete with a class, in line with this policy.

Appendix 1: Written Feedback

Stickers and symbols (e.g. smiley face) are used to acknowledge effort and success as relevant to individual children.

The following symbols are used throughout the school in written feedback in all subjects:

M	Merit awarded (for effort, presentation, learning)
✓✓	WALT achieved
I	Work completed independently
S	Work completed with adult support
VF	Verbal feedback given during the learning
SC	Child self-corrected with no adult support or intervention
Sp	Incorrect spelling
Ph	Incorrect phonics
ABC	Incorrect or missing capital letters
.	Incorrect or missing full stop
	Missing finger spaces
^	Missing word
//	New paragraph needed

Symbols for Marking

M	Merit awarded
✓✓	WALT achieved
I	Independent
S	Support
VF	Verbal feedback
SC	Self-corrected
Sp	Spelling
Ph	Phonics
ABC	Capital Letters
.	Full stop
	Finger spaces
^	Missing word
//	New paragraph needed