



Feedback Policy

Principles

- This policy is underpinned by EEF research and subsequent recommendations ‘Teacher Feedback to Improve Pupil Learning’
- Feedback is provided following high quality instruction
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit
- Feedback should promote pupil motivation and self-confidence. Feedback strategies must be carefully thought out to ensure pupil/teacher trust. Feedback should be adapted according to the individual.
- Promote and exemplify the principles of effective feedback
- To inform adult understanding of pupil attainment, progress and individual targets
- To inform teacher’s planning so that the needs of all children are met
- To encourage children to take responsibility for improving their own work
- To guide children through their learning by providing next steps – this is usually the next lesson
- To enable children to make improvements to their work so that they are continually making progress
- To motivate and encourage each child to do their very best

Methods

	<i>Ways of giving feedback</i>
<p>Immediate What we do in class with the child</p>	<ul style="list-style-type: none"> • Verbal feedback for example: <ul style="list-style-type: none"> ○ Children are told exactly what they need to improve linked to the learning objective • Peer feedback/assessment <ul style="list-style-type: none"> ○ In pairs children pause after completing the fluency questions and compare answers and correct misconceptions. ○ The teacher has the answer available for individuals or pairs to check their answers • Non-verbal cues • Questioning including challenge questions • Guided teaching with instant feedback when working with a group • Positive praise and encouragement – use of Dojo points and learning lights. • Mini plenaries • Live marking • Adapting the teaching according to the children’s needs • Dealing with misconceptions immediately • Use of the final plenary
<p>Feedforward After the lesson when the teacher has had time to look at the books</p>	<ul style="list-style-type: none"> • Whole class feedback • Catch-up feedback • 1:1 intervention • 1:1 writing conference • Feedback in a small group • Rapid interventions • Informing immediate planning • Identify gaps and adapt teaching • Break the learning in to smaller steps
<p>Marking What does this actually look like? There has to be some acknowledgement or does there?</p>	<ul style="list-style-type: none"> • Use the triangle system and agreed symbols • All pupils work is marked in purple pen • Green highlighters are used for successful learning • Pink Highlighters are used for corrections. • Responding to errors that the class teacher has highlighted in the marking. • Individual feedback • Written methods of feedback - comments, marks and scores. • Written methods/examples modelled in the marking

Evidence of Impact/Success Criteria

How do we measure success? Are the strategies in use?

- Children do not continue to make the same mistakes. It should be evident that intervention has corrected misunderstandings.
- Children are making progress – they are achieving all three sides of the triangle
- Children are achieving their targets set or the learning objective
- Challenge in feedback is evident. If a child is continually achieving all three sides of the triangle how does teacher feedback enable the child to progress further in their learning?
- Feedback strategies are adapted according to the task and impact on pupil progress.
- Children can successfully explain how the teacher’s feedback has helped them to make progress

Implementation

- There is no ‘one-size-fits-all’ approach in terms of choosing the appropriate method or time for delivering feedback. These decisions are made by teachers in the classroom in response to specific circumstances as they arise.
- Teachers use ongoing effective professional judgement

Appendix A – Marking Code

<u>Code</u>	<u>Meaning</u>
	I have not understood.
	I need more practice.
	I have understood and I’m ready for a challenge.
	Class teacher supported me
	Teaching Assistant supported me
	VERBAL FEEDBACK My teacher intervened to support me and move my learning on