

# FEEDBACK POLICY



**ACADEMIC YEAR 2023/24**

**LOVING, GROWING and SUCCEEDING TOGETHER**

## FEEDBACK POLICY: 2023/24



### WHY?

As a school, we recognise that feedback is an essential component of teaching and learning. We need knowledge of where our learners are going, where they are and how they are going to get there. Our feedback routines need to impact positively on pupil outcomes whilst considering staff workload.

### HOW?

Collaboratively, staff evaluated current practices and have agreed on a feedback framework moving forward.

### WHAT?

The aims of the Feedback policy are as follows:

- To provide clear guidelines and ensure clarity of approach across the school
- To ensure all stakeholders are clear about the principles underpinning our feedback approach

## REASERACH AND GUIDANCE TO INFORM POLICY

- EEF Teacher feedback to improve pupil learning
- Formative assessment – William and Leahy (2015)
- Eliminating unnecessary workload around marking (2016)
- Working lives of teachers and leaders – Wave 1 Research report (2023)

## OUR APPROACH TO FEEDBACK

We firmly believe that quality teaching is a key foundation for effective feedback to be built upon.

**Feedback can only build on something; it is of little use when there is no initial learning or surface information. Feedback is what happens second (Hattie and Timperley, 2007)**

In the EEF, feedback is defined *as* 'information given by a teacher to pupil(s) about their performance that aims to improve learning.' In agreement with Hattie and Timperley, the EEF further state, 'Good, initial instruction, will reduce the work feedback needs to do.'

At St Mark's, the three principles outlined below align with our view and aims of children receiving high-quality feedback that moves their learning forward.

## PRINCIPLES



### Lay the foundations for effective feedback

High-quality teaching is the foundation on which any feedback is given. We set clear Learning Objectives that teaching and feedback will aim towards and use formative assessment strategies to assess learning gaps.

We want to be assured we have considered three main questions when planning and delivering learning sequences:

- Where is the learner going?
- Where the learner is?
- How are we going to get them there?

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Forethought into lesson planning and delivery ensures that adults have used knowledge of their children to effectively plan their next steps. Teachers use their knowledge of their children to plan effective tasks, based

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on prior knowledge, and carefully craft discussions and activities that allow children to be successful in their learning. Staff will make adaptations to learning journeys where necessary to allow children to reach the intended learning goals.

**Deliver appropriately timed feedback that focuses on moving learning forward**

Responsive teaching is a key pedagogical tool at St Mark’s and all adults are trained to observe, watch and listen to the children during both teaching and learning phases. When staff model using ‘I do, We do, You do’. During the ‘I do’ phase children are receive effective instruction on the task or process that is required for the lesson. ‘We do’ then involves some guided practice with the adult and is an opportunity to check for understanding. Feedback at this stage is essential; adults in the classroom will deploy a number of strategies to evaluate whether a child has understood what has been modelled.

For some children, they receive feedback at task and process level as the work is correct, thus meaning they can begin their learning tasks. For other children, a mistake or a misconception may have been identified which could involve further modelling. At this stage, the adult may choose to re-teach, re-group or re-focus children on part of the process.

Task level	Process level	Self-regulation level
Is the work correct?	The process used to complete the task	Confidence to engage with the task further

Feedback to address errors/mistakes	Feedback to address misconceptions
<ul style="list-style-type: none"> <li>• Dot it and ask the child to correct it without giving the right answer.</li> <li>• Provide a hint/ question which leads pupil to correct mistake for themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teach</li> <li>• Re-group</li> <li>• Re-focus</li> </ul>

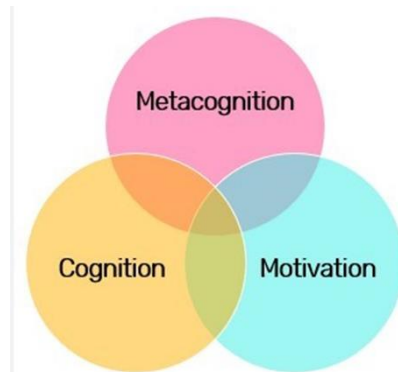
**Plan for how well pupils will use and respond to feedback**

At St Mark’s, we are aiming to activate students as resources of their own learning as stated in the William and Lahey model mentioned previously. To achieve this, we want to create self-regulated learners who can respond to feedback and action the support given to move their learning forward. The EEF explain that self-regulation can be broken down into three main parts:

Cognition – the mental proves involved in knowing, understanding and learning

Metacognition – often defined as ‘learning to learn’

Motivation – the willingness to engage our cognitive and metacognitive skills



To support children using and responding to feedback, we believe they need to know two things:

What am I doing well?

What do I need to do to improve?

We aim for children to be able to explicitly think about their thinking – what part of the process are they understanding and which element are they finding difficult? How can I enact the feedback I have just received in order to successfully complete the task or follow the process? Talk out loud processes are an essential way of modelling metacognitive talk to our children.

To do this, adults in the classroom may provide hints, tips or scaffold discussions to allow children to have a secure understanding of the task or process. Adults will move around the classroom during independent learning times and ensure that the feedback that was given has been received in the way it was intended. Children will grow in confidence because of specific and timely feedback thus increasing motivation to deepen their knowledge.

## METHODS

**Carefully consider how to use purposeful and time-efficient, written feedback.**




In 2016, the workload review stated that marking should have three key components:

Meaningful, Motivating and Manageable. Marking should be appropriate for the age and stage of the pupil and may vary by year group or subject. We adjust our feedback so that the child can receive it in the way that moves their learning forward.

At St Mark's, we believe that it is important for children to have their learning acknowledged and therefore a marking code is utilised across the school. There will not be extensive written comments in children's books. At times, there may be no marking in books. However, this does not mean that feedback was not given. Discussions or peer reviews may have happened within the classroom, which allowed all learners the chance to reflect on their own work.




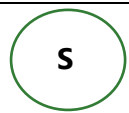
### Marking code – EYFS

All marking completed by adults within the classroom is completed in green pen.

		<b>HH</b>
<b>Tick indicates the answer is correct</b>	<b>Dot indicates an error, child to check and feedback provided to correct.</b>	<b>Help needed to hear the sounds in a word/ sentence</b>
		
<b>Used to show that the adult is pleased with the child's effort, engagement or task.</b>		



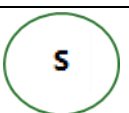
### Marking code – KS1

All marking completed by adults within the classroom is completed in green pen.

		
<b>Tick indicates the answer is correct</b>	<b>Dot indicates an error, child to check and feedback provided to correct.</b>	<b>Circle around the word - incorrect spelling identified</b>
		
<b>Supported by an adult</b>		



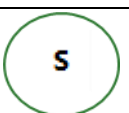
### Marking code – LKS2

All marking completed by adults within the classroom is completed in green pen.

		Sp
<b>Tick indicates the answer is correct</b>	<b>Dot indicates an error, child to check and feedback provided to correct.</b>	<b>Sp placed in margin indicating incorrect spelling on the line</b>
	G	P
<b>Supported by an adult</b>	<b>G placed in margin indicating grammar error on the line</b>	<b>P placed in margin indicating punctuation error on the line</b>

### Marking code – UKS2

All marking completed by adults within the classroom is completed in green pen.

		
<b>Tick indicates the answer is correct</b>	<b>Dot indicates an error, child to check and feedback provided to correct.</b>	<b>Grammar, punctuation or spelling error on the line. Green dot in the margin.</b>
		
<b>Supported by an adult</b>		

Peer marking will also be utilised in lessons where appropriate so that children become learning resources for one another. When deploying peer marking, staff may provide sentence stems to identify specific parts of the learning objective they would like feedback to be focused upon. Children will have the opportunity respond to marking that has happened within the lesson or away from the lesson.

### **Carefully consider how to use purposeful verbal feedback**

By activating students as owners of their own learning, we strive for them to be the best learners they can be. By giving clear, specific guidance on how to improve their learning, we are guiding them to focus in and improve their outcomes.

Verbal feedback allows learning conversations to take place in the classroom. Adults can consider whether there are mistakes or misconceptions that need to be addressed in relation to the learning objective that was set, providing opportunities for targeted, focused support and discussions with an individual, a group or a whole class.

At a group or whole class level, teachers may deploy strategies such as using a visualiser to explicitly model and give feedback on a part or completed model related to the learning objective so that children can then apply this independently.