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Policy for Feedback for Learning

This policy replaces	2016 Marking and Feedback Policy
Date policy approved by Governing Body	Oct 17
Date of next review	Sept 19
Reviewer	Teaching Staff, Teaching and Learning Committee

Feedback Policy

This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and our commitment to Assessment for Learning and effective formative strategies. It should be read in conjunction with:

- Assessment Policy
- Equality Policy
- Special Needs Policy
- All subject policies
- Curriculum Policy

Rationale

It is vital that teachers evaluate the work that children undertake in lessons and use the information they obtain to inform and adjust their teaching. This process is called formative assessment. There is significant evidence in educational research that formative assessment, when embedded effectively in teaching and learning, impacts very positively on pupil learning and progress (Black and William; Hattie). The provision of feedback to pupils about their learning is a strategy which lies at the heart of formative assessment. For this reason, feedback, whether verbal or written down during marking, makes a very important contribution to the approach to formative assessment and its place in teaching and learning at Market Harborough CE Academy.

Towards a whole school approach

To achieve a whole school approach, marking and feedback methods must be understood and agreed and should be:

- consistent across year groups,
- developmentally appropriate to pupils' ages and abilities,
- consistently applied by all those working with children in school, including supply teachers and support staff.

Who is involved in Feedback

Leadership Team- monitoring and evaluation
Curriculum and Teaching and Learning Leaders- Modelling good practice
Teachers- giving a range of feedback in various forms
LSAs – marking in line with the LO and commenting on assistance given
Pupil – self assessment and marking, cooperatively marking an improvement

Purposes for feedback

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation [EEF]. The EEF research shows that effective feedback should:

- to recognise, encourage and reward children's effort and achievement and celebrate success
- to redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- to indicate how a piece of work could be corrected or improved against assessment criteria

- to help pupils develop an awareness of the standards they aim to achieve
- to provide additional support/more challenging work and to identify the nature of the support/challenges required

Feedback should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children and its assessment outcomes need to be fed back into planning.

Principles

Our policy on feedback has at its core a number of principles:

- Formative assessment strategies should be embedded in teaching and learning – e.g. clear learning intentions; co-constructed success criteria; effective questioning; feedback.
- feedback delivered closest to the point of action is most effective and as such feedback delivered in the lesson is more effective than comments provided at a later date. Verbal feedback is most effective.
- Written comments should be accessible (legible and comprehensible) to pupils, according to age and ability.
- Feedback is provided both by teachers and pupils as part of assessment processes in the classroom and takes many other forms other than written comments.
- **Feedback is most powerful when it is from the pupil to the teacher. What they know, understand, errors they are making. It is then that teaching and learning can be most powerful. Feedback to teachers makes learning visible' Hattie 2012**
- **Feedback is most effective when children have incomplete knowledge and understanding. Error invites opportunity' Hattie 2012**
- Marking is written feedback; **the sole focus of feedback should be to support learning.**
- All pupils' work should be reviewed by teachers at the earliest opportunity, to inform teachers' planning of future learning. When work is reviewed, it should be acknowledged; this can be done is various ways, using brief written comments, stamps, stickers etc.
- Comments should refer to learning objective and success criteria.
- Comments may be oral or written, formal or informal.
- Comments may be given on a whole class, group or individual basis.
- Recognition that feedback is a complex process. If it is given too early, before pupils have had a chance to really work on the problem, they will learn less. It is crucial to give children 'scaffolded responses when they are stuck [as much help as they are needed to make progress]. Feedback needs to be specific and help the learner improve their performance.
- Feedback should avoid comparison with others and focus on the individual's performance.
- Heavy duty marking focuses on teacher not the pupil to check and improve work. Pupils need to work harder than the staff.
- Praise needs to be credible, genuine and specific

Types of Feedback

Oral feedback

- is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions.
- is usually interactive and developmental. It may give reassurance or a quick check on progress. The effect of teacher comments will be seen in a child's response in corrections, in moving on to the next learning step and in other evidence of progress in the pupil's work.

Written feedback (marking) should be:

- **Meaningful** - legible and clear in meaning to the child
- **Manageable** – teachers should not be spending more time on providing written feedback than on planning and delivering high quality teaching and learning.
- **Motivating** – comments should be helpful, positive and motivate pupils to learn and achieve.

There are two types of written feedback: detailed and maintenance. The frequency of each type of written feedback will depend on the subject and Key Stage.

The use of Cooperative Feedback and Self Feedback

Cooperative Marking

- Evidence around peer tutoring and well-structured group work, would indicate that well-structured, clearly scaffolded peer feedback can prove an effective model of feedback.
- Effective cooperative marking is rigorously structured and modelled by the teacher
- Pupils need to be well trained over time to effectively peer assess one another. This process will be developed by the class teacher.

Self- Feedback

- Akin to peer feedback, pupils need an explicit and clear structure to identify their learning needs.

Feedback occurs at one of three stages in the learning process:

Immediate feedback at the point of teaching **is the most powerful**	Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. Involve DIRT –dedicated improvement and reflection time Takes place in lessons with individuals or small groups Often given verbally to pupils for immediate action May involve a teaching assistant who may provide support or further challenge May re-direct the focus of teaching or the task May include highlighting/annotations using a simple marking code.
Summary feedback at the end of a lesson or task or at a hinge point question	Takes place at the end of a lesson or activity Involve DIRT –dedicated improvement and reflection time Often involves whole groups or classes Provides an opportunity for evaluation of learning in the lesson May take form of self- or cooperative assessment against an agreed set of criteria In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.
Review feedback away from the point of teaching (includes written comments).	Takes place away from the point of teaching May involve written comments/annotations for individual pupils to read/respond to May be communicated verbally to individuals, a group or the whole class at the next available opportunity Communicates teachers' evaluation/assessment of pupil's learning or understanding which may Leads to adaptation of future lessons through planning, grouping or adaptation of tasks May represent targets set for pupils' future attention, or immediate action

What makes effective feedback [Sadler 1989]

Sadler 3 conditions	How formative assessment helps this
Possess a concept of the goal being aimed for	• LO at the point of learning • Co-constructed success criteria to support evaluation • See examples of excellence /WAGOLL
Compare actual level of performance with the goal	• Articulate to peers/teachers their current understanding of the task and how it elated to LO so far. • Have mid lesson learning stops/DIRT to review successes/even better ifs and magpie ideas
Engage with some appropriate action which leads to closure of the gap	• Follow up with self or cooperative marking to one own learning/product immediately after mid learning stops.

Classroom Organisation

In order to effectively feedback to children in the classroom during lessons, teachers' classroom management strategies and organisation for learning strategies need to be secure. Children will need to be engaged and on-task whilst you can dedicate the time to work with individuals

The place of Learning Objectives and Success Criteria

It is critical that the learning is directed by a clear learning objective and success criteria [co-constructed] so children are aware of how their learning will be successful. However, this does not mean that success criteria and detailed learning objectives need to be recorded in books. Instead a shorthand version of the Learning Objective will be used in books as the title of each piece of work – the expectation will be differentiated according to age and ability e.g. written by adult, shorthand, written in full. In terms of success criteria, it is much more important that children understand what success looks like through discussion, modelling and WAGOLL rather than writing down success criteria.

DIRT [dedicated improvement and reflection time]

If we are to spend precious learning time giving feedback, then pupils need to be given enough time to respond to that feedback in a meaningful way. In feedback, pupils need to be working harder than the teacher. **Do not provide written feedback unless time is built into learning time for children to reflect on it.**

Green and Pink and Purple

We do not advocate the use of coloured pens for marking. However, it can be useful, manageable, meaningful and motivating to use colours (e.g. highlighter pens) to indicate to pupils where corrections need to be made and where success has been achieved. Teachers may make judicious use of green (for 'Great!) and pink (for 'Think!) where they feel this can support pupil learning. **Children should always correct their work in purple so it is clear that this is pupil feedback.**
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Marking methods and classroom practice

• Feedback is provided against clearly identified learning intentions and success criteria that have been developed with pupils (co-constructed).
• Teachers and LSAs read, review and acknowledge all pupils' written work [even if self or cooperatively marked] **See Marking Codes**

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- **Opportunities should be used throughout the learning sessions to review. Once you have reviewed learning as a class/group, give the children time to collaboratively mark straight away.**

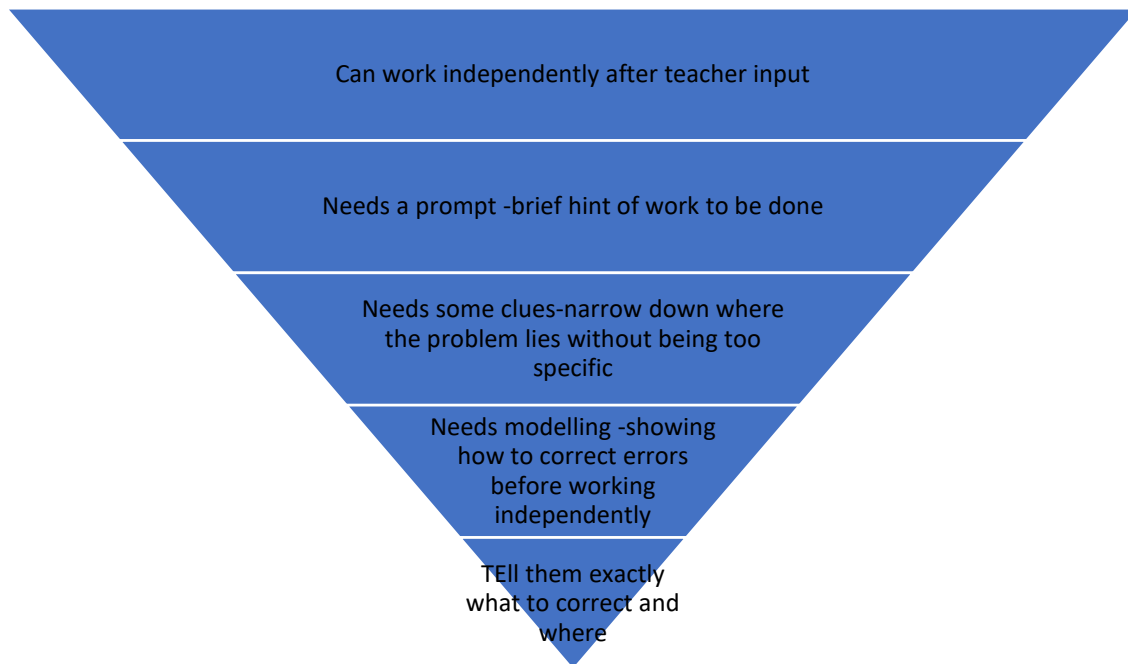| English Feedback	
Immediate Feedback	Throughout leaning session by LSA/Teacher Using hinge questions to review learning with class/groups. Using modelling, visualiser to share work. Children cooperatively/self-marking [always follow class/group reviews]
Summary Marking	As above and Plenaries at the end of sessions which may be used to inform future teaching. Children use non negotiables writing checklist to check work. All errors should be corrected. Peer/Self
Review Marking	Weekly feedback sheet to be kept in Assessment Folder. End of sessions, teacher/LSA review learning which has taken place and write BRIEF assessment notes of learning points, errors, gaps and misconceptions that need addressing. This should be used as a planning tool. **Individual written feedback will only be used if considered meaningful and important for moving learning forward. Secretarial will look different to review marking.**
Cold write	Complete English Feedback Sheet [12x a year on average] to establish gaps.

Maths Feedback	
Immediate Feedback	Throughout leaning session by LSA/Teacher Using hinge questions to review learning with class/groups. Using modelling, visualiser to share work. Children cooperatively/self-marking [always follow class/group reviews]
Summary Marking	As above and Plenaries at the end of sessions which may be used to inform future teaching.
Review Marking	Weekly feedback sheet to be kept in Assessment Folder. End of sessions, teacher/LSA review learning which has taken place and write BRIEF assessment notes of learning points, errors, gaps and misconceptions that need addressing. This should be used as a planning tool. **Individual written feedback will only be used if considered meaningful and important for moving learning forward.**

Theme Feedback	
Immediate Feedback	Throughout leaning session by LSA/Teacher Using hinge questions to review learning with class/groups. Using modelling, visualiser to share work. **Children cooperatively/self-marking [always follow class/group reviews]**
Summary Marking	As above and

	Plenaries at the end of sessions which may be used to inform future teaching.
	Children use non negotiables writing checklist to check work. All errors should be corrected.
	Children use non negotiables writing checklist to check work. All errors should be corrected. Peer/Self
Review Marking	All work to be acknowledged. Information relating to gaps in future learning may be recorded on planning as annotations.
	The vast majority of written feedback on work will relate to secretarial skills.

Strategic Minimal Feedback Triangle

We need to ensure that feedback does not become so specific that it spoon feeds the child and removes any actual learning. Feedback should be more work for the recipient not the donor. The triangle below is a way of ensuring effective and timely intervention

The Strategic Minimal Feedback Triangle

Can work independently after teacher input

Needs a prompt -brief hint of work to be done

Needs some clues-narrow down where the problem lies without being too specific

Needs modelling -showing how to correct errors before working independently

TEll them exactly what to correct and where

Monitoring and Evaluation

Subject Leaders and SLT will ensure all staff are following the policy.

Subject Leaders and SLT will ensure feedback is allowing pupils to progress with their learning.

The Governors will evaluate the impact of this policy as part of their monitoring in school

Appendix A –Marking Key

Appendix B- Feedback Changes S Clarke

Appendix C – Strategies for marking and feedback

Appendix D – Peer Marking Example adapt for personal use

Appendix E- The Minimal Feedback Triangle

Appendix A

Marking Key	Who records	Meaning
Green		GREAT (What the child has done well)
Pink		THINK (Next steps)
Purple		Children's response
VF	LSA/Teacher	Quick Verbal Feedback
RI	Teacher	Rapid Intervention needed
PM (names of the pupils)	Pupils [both]	Cooperatively marked
Use of a purple pen	Pupil	Self-assessed
T or Teacher Supported S or LSA Supported	Teacher/LSA	**Significantly supported** by teacher or LSA.
KS2 – Sp KS1 - the word may be underlined for the pupil to correct		Spelling error - marked in the margin, so child can identify and correct
?	Teacher/LSA	Unclear meaning –mark in margin
P or indicate the place where it is missing	Teacher/LSA	Faulty punctuation –mark in margin
//	Teacher/LSA	Start a new paragraph –mark in the margin

Appendix B

Feedback Changes in Practice by S Clarke	
From	**To**
Seeing best examples at the end	Seeing and analysing an range of examples at the beginning and throughout
Hand it work for a cursory check	Constant review through the process
Written teacher feedback after the event	Learning partner cooperatively identifying successes and making improvements through the process
Not knowing what to improve	Improvement marking constantly modelled via the visualizer
Focus on secretarial skills	Focus on one or more success criteria looking for best bits and making improvements
In writing, focus only on inclusion of success criteria	Acknowledge success criteria for the genre but emphasise what makes writing engaging for the reader.
Reading the writing in your head	Frequently reading your writing out loud and to your learning partner
All your own work	Magpieing good ideas
Satisfied with first attempt	Striving for excellence
Teachers marking everything in detail	All work acknowledged but comments only given if can be followed up and are seen to impact on learning
Marking seen as a accountability tool	Codes used to inform all interested parties of the process used.

Appendix C

Strategies for Marking and Feedback

Re-Drafting:

Get students to re-do a piece of work for you after a lesson focused on how to improve. Only accept the work if they have made improvements because they understand the feedback on how to improve.

Mastery Marking:

Only accept a piece of work when it is of a specific quality. Students are expected to continue to re-draft and re-submit their work as many times as necessary.

Student Marking:

Get students to mark their own work, and their peers' work, using student friendly mark-schemes.

Focused Marking:

Mark student work against one or two specific criteria, even though there may be many criteria that could be marked. This allows the teacher to provide more focused and detailed feedback on things.

Find and Fix:

Instead of marking answers as correct or incorrect, tell the students the number of answers that were wrong. Give them time in class to find and correct their mistakes either individually or in groups.

Margin Marking:

Instead of marking each spelling or grammar mistake, put a mark in the margin for some of them for the students to find their own mistakes, and correct them.

Traffic Lights:

Students are given a Red, Amber, or Green mark for a piece of work. All red or amber work can be re-drafted in an attempt to achieve a green mark

Appendix D

Appendix E