

Feedback Policy



Normand Croft Community School

An International Family of Learners

Reviewed By Governors	Autumn 2016
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Next review:	As Required
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Key Principles

- 1. We believe that three principles underpin effective marking: it should be meaningful, manageable and motivating.**

- 2. 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:**
 - a. redirect or refocus either the teacher's or the learner's actions to achieve a goal
 - b. be specific, accurate and clear
 - c. encourage and further support effort
 - d. be given sparingly so that it is meaningful
 - e. provide specific guidance on how to improve and not just tell children when they are wrong.

- 3. Our policy on feedback has at its core a number of principles:**
 - a. the sole focus of feedback and marking should be to further children's learning
 - b. written comments should be accessible to children according to age and ability
 - c. feedback delivered closest to the point of action is most effective, and as such, feedback delivered in lessons is more effective than comments provided at a later date
 - d. feedback is provided both to teachers and children as part of assessment processes in the classroom and takes many forms other than written comments
 - e. feedback is part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to children in lessons allowing them to make good progress
 - f. all children's work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

4. Feedback in Practice

Building on the work of the Assessment Commission, we have set out how feedback is given in three ways (in order of decreasing importance):

- a. immediate/Oral feedback – at the point of teaching
- b. summary feedback – at the end of a lesson/task
- c. review/Distance feedback – away from the point of teaching (including written comments)

5. Evidence of effective feedback

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- a. accepting work that children have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills
- b. children should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard
- c. if the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.
- d. when marking a child's book, teachers are expected to make use of the feedback about a child's learning in the following ways:
 - i. identify those children needing immediate intervention (support or challenge) e.g. through guided maths/reading/writing
 - ii. identify children who are quick graspers and provide appropriate challenge through a next step question or task
 - iii. identify children making errors (that they are capable of correcting with minimal or no support)
 - iv. identifying whole class misconceptions or next steps to incorporate into planning
 - v. adapt the following lesson/series of lessons based on reviews of work
 - vi. identify those children who need to be reminded of expectations for high quality presentation

Remember that:

- a. marking is most effective in the presence of the child
- b. children should be given time to read/reflect on/respond to marking
- c. effort should be acknowledged alongside achievement

6. Immediate/Oral feedback

Whenever possible, **oral feedback** will take place with the children present, especially in EYFS and KS1. This can be achieved through:

- a. one to one feedback to a child with a specific point for improvement - noted with the code TF in the child's book.
- b. a visualiser stop where one child's book is placed under the visualiser mid-lesson for the rest of the class to discuss what they are doing well and a point for improvement; children will use this information to improve their own learning. Children will use the code VS in their books to note when a visualiser stop happened in the lesson
- c. teachers feeding back during a lesson – children to record TFWC in the margin

7. When review or distance feedback is given teachers will make sure that:

- a. in English and Big Writing books children write on pages on the left hand side of the book only; comments and improvements are made on the right hand side of the book
- b. usually, in maths books children will use the left hand side of the book however teachers use their judgement as to when this is necessary
- c. praise should be succinct and specific – children can refer to the success criteria completed by teachers to see what they have done well.
- d. up to three areas of success may be underlined in pink and usually one next step for improvement in green
- e. next steps for improvement should relate to the learning objective or success criteria for the lesson or to a child's individual targets or provide children opportunities to deepen their learning
- f. teachers will make sure that children are familiar with the agreed school marking codes and will use them in their feedback
- g. teachers will provide enough time for children to respond to feedback
- h. teachers will model how to make improvements (*with the use of the visualiser with the whole class or as a guided writing activity*) and will check the improvements that children are making in their books
- i. improvement comments may take the form of different prompts *e.g. reminders, scaffold, examples*
- j. children will be taught to self-assess and use co-operative feedback and be given regular opportunities to do this
- k. teachers' handwriting needs to be a legible cursive style as a model for the child
- l. every incorrect spelling needs to be corrected by the teacher, but persistent errors and age appropriate high frequency words should be commented on and incorporated into the planning

8. Support

- a. any support that children have been given during the lesson will be recorded *e.g.* work is initialled by the teacher or teaching assistant the triangle system is used to indicate progress towards the learning objective and the adult/child ratio is identified *e.g.* 1:4
- b. use of resources should also be noted or circled in the 'what helped me with my learning' box *e.g.* used place value counters

Type	What it looks like	Evidence (for observers)
Immediate	<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 children for immediate action • may involve use of an additional adult to provide support or further challenge • may re-direct the focus or the task • may include highlighting/annotations according to our marking codes 	<ul style="list-style-type: none"> • lesson observations/learning walks • some evidence of annotations or use of marking codes/highlighting in books • improvements evident in books either through editing or further working
Summary	<ul style="list-style-type: none"> • takes place at the end of a lesson or activity • often involves whole groups or classes • provides an opportunity for evaluation of learning in the lesson • may take form of self – or peer 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 	<ul style="list-style-type: none"> • lesson observations/learning walks • timetabled pre- and post - teaching based on assessment • some evidence of self- and peer-assessment • may be reflected in selected review feedback (marking)
Review	<ul style="list-style-type: none"> • takes place away from the point of teaching • may involve written comments/annotations for children to read/respond to • provides teachers with opportunities for assessment of understanding • leads to adaptation of future lessons through planning, grouping or adaptation of tasks 	<ul style="list-style-type: none"> • acknowledgement of work completed • written comments and appropriate responses/action • adaptations to teaching sequences/tasks when planning • use of annotations to indicate future groupings

	<ul style="list-style-type: none">• may lead to targets being set for children's future attention, or immediate action	
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