2020

Policy Statement for Feedback

Salesbury
Church of England
Primary School

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Introduction

Our policy is underpinned by the following elements:

1. Evidence from teachers and support staff about 'what works'
2. Evidence from the respected sources such as the Education Endowment Foundation, and the work of Shirley Clarke and John Hattie.
3. Recommendations from the Marking Policy Review Group (March 2016) on reducing teacher workload
4. A '*Growth Mindset*' culture where mistakes are seen as an essential and valuable part of the learning process informed by the research of Carol Dweck

Core Principles

- The purpose of feedback is to further children's learning
- It is an integral part of the learning process and time must be given to it
- It provides key assessment information to inform planning
- The impact of feedback diminishes over time – therefore feedback within a lesson is more effective than comments provided at a later date
- Any written marking must be meaningful, manageable and motivating
- Feedback should empower pupils to correct/improve their own work (rather than the adult doing it for them)
- Staff should be free to select the most suitable form of feedback that takes into account: the subject content; age and experience of learners; context of the learning

Staff Guidance

- Feedback should only focus on the learning which has been undertaken in the lesson (misconceptions and challenge activities can be addressed in subsequent sessions)
- Every piece of work requires some form of feedback (immediate verbal feedback or the use of yellow box marking to allow for immediate improvement within the lesson has the most impact)
- Supply teachers must identify that work has been 'Marked by Supply'.

Feedback Logs

Feedback Logs are a key feature of all lessons. They provide a point of note and dialogue between Teacher and TA and provide the information needed to drive learning and progress for the next lesson. It may also inform additional intervention or support work. Information gathered will inform the completion of the first column of our lesson planner articulating the feedback and teaching cycle.

Teacher verbal feedback

- Should be the primary source of feedback
- Should accompany in-lesson yellow box marking
- Should directly link to learning question in a positive and constructive manner
- Should recognise effort as well as achievement

Self assessment

- ***Green Pen and identified with Self***
- Distinguish between proof reading (finding spelling and grammatical errors) and editing (changing words and phrases for effect)
- Children should proof-read their own work as a matter of routine, before an adult or partner looks at it
- Children should be trained to edit their work, making improvements in the lesson. This can then be done with a partner as well, if appropriate.
- In other areas of the curriculum, they may check their answers with a partner, use an answer sheet, a calculator, or be given verbal answers.

Peer assessment

- ***Green Pen and identified with Peer***
- Should be focused on the learning question
- Children should be slowly trained to do following clear guidance from the teacher
- Expect greater precision as children do this more / get older
- In other areas of the curriculum, they may check answers with a partner, use an answer sheet, a calculator, or be given verbal answers.

Teacher written feedback

- Teachers should neatly annotate a strength within the child's work using a pink pencil highlighter - children are expected to respond to this as soon as possible by saying why this has been highlighted orally or with their purple pen. Children should be taught with increasing accuracy to look carefully for the reasoning or rationale to reinforce the learning question.
- Teachers should neatly annotate an area which could be developed further using a green pencil highlighter. This should be seen as a way of making their learning even better/stronger/more effective rather than simply 'wrong'. When children receive their books, they should quickly get into the routine of making the desired improvements in their purple pen.
- Yellow box marking should be used within the lesson, at the point of learning. Teachers or TAs should neatly annotate a part of the child's learning which could be improved, corrected or addressed immediately therefore increasing the chance of mastery of the learning question. If several children are receiving the same yellow box, this may indicate that the teacher/TA needs to draw these children together for some additional teaching within the lesson.

Core Practice

Feedback in a school setting generally fits into 3 timescales, in order of decreasing importance:

1. Immediate feedback – at the point of learning
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

Type	What it looks like	Evidence
Immediate	• Teacher gathers feedback from teaching, e.g. mini-whiteboards, questioning • Takes place in the lesson • Usually given verbally • May involve further modelling and looking at other pupils' work • Can be given to individuals, groups or whole class • Requires immediate action by the learner • Yellow box marking • Completion of Feedback Log	• Lesson observation / Learning walks • There may be evidence of written feedback • Improvements evident in books through editing or further working • Progress evident over time • Child conversations • Feedback Logs • Responses to Yellow boxes
Summary	• Takes place at the end of the lesson / activity • Involves whole groups or classes • May involve self or peer assessment against set criteria • Guides future plans / actions • Completion of Feedback Logs	• Lesson observations / learning walks • Books show subsequent work is accurately matched to pupils' needs • Feedback Logs • Child Conversations • Annotated comments
Review	• Takes place after the lesson / away from point of teaching • May involve written comments / annotations for pupils to respond to • Guides future plans including amendments to the teaching sequence • Leads to individual or group actions possibly including specific targets for improvement • Use of Feedback Log	• Verbal or written comments which lead to improvements • Pupil response in books in indicate action following feedback • Child Conversations • First column of lesson planner

Research and guidance which has helped shape this policy:

https://educationendowmentfoundation.org.uk/evidence-summaries/on-marking/

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

https://www.ncetm.org.uk/files/33333022/NCETM+Primary+Marking+Guidance+April+2016.pdf