



Blessed Robert Widmerpool Catholic Voluntary Academy

Feedback Policy

'The most powerful single modification that enhances achievement is feedback.'
John Hattie

Background

Effective feedback is among the most common features of successful teaching and learning. Research by John Hattie suggests that feedback is in the top 10 influences on achievement. This policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

Definition

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals.

Feedback is a key part of teaching and learning as it:

- Helps to improve and further children's learning
- Is an important, direct form of communication with pupils about their work
- Has an impact on future learning
- Enables teachers to determine whether levels of performance and depths of understanding are appropriate
- Enables teachers to chart progress
- Is part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress
- Is one of the most accessible and immediate ways for a teacher to assess pupils' understanding and progress

How Do We Feedback?

All pupil'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. Selecting and using appropriate ways of feeding back are essential parts of effective teaching.

Types of Feedback

Type	What it looks like	Evidence
<p>Immediate Feedback</p> <p>At the point of teaching</p>	<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 pupils for immediate action May involve use of a teaching assistant to provide support or further challenge May re-direct the focus of teaching or the task Include written annotations and/or school marking code Involves the pupil - looking at work with a pupil present and giving immediate feedback Assessing as a class/group to identify further targets for the pupils or for teachers 	<ul style="list-style-type: none"> Annotations or use of the school marking code Improvements evident in books either through editing, correction or further working Oral feedback which includes discussion with an individual pupil which enhances self-evaluation Discussion with a class/group which enhances self-evaluation
<p>Summary feedback</p> <p>At the end of a lesson/task</p>	<ul style="list-style-type: none"> Takes place at the end of a lesson or activity Often involves whole groups or the class Provides an opportunity for evaluation of learning in the lesson May take the 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"> Timetabled pre and post-teaching based on assessment Peer Assessment - Pupils making assessments of each other's work. A 'peer purple' pen is used here by pupils. Self-Assessment - Pupils making assessments on their own. A 'Think Pink' pen is used here by pupils.
<p>Review feedback</p> <p>Away from the point of teaching (including written comments)</p>	<ul style="list-style-type: none"> Takes place away from the point of teaching May involve written comments for pupils to read and respond to May involve written comments which provide a focus for a follow up discussion or response from the pupil Can provide suggestions to consolidate or extend work May give a challenge to extend learning Provides teachers with opportunities for assessment of understanding Leads to adaptation of future lessons through planning, grouping or adaption of tasks May lead to targets being set for pupils' future attention, or immediate action <p>NB: All Written comments should be accessible to pupils and age appropriate</p>	<ul style="list-style-type: none"> Acknowledgement/annotation of work completed Written comments and appropriate responses/action Adaptations to teaching sequences tasks when compared to planning Diagnostic feedback which identifies particular gaps in knowledge, understanding or skills in a subject Progress feedback which includes recording and noting improvement since the last similar piece of work Whole school focussed feedback which provides a shared view, for example, about the quality of presentation, aspects of grammar or aspects of mathematics across year groups Target setting which may reinforce the ways in which a pupil can reach a higher standard

Effective feedback should:

- Redirect or re-focus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Highlight where success has occurred
- Encourage and support further effort
- Provide specific guidance on how to improve and not just tell students when they are wrong
- Give appropriate prompts or strategies to enable pupils make those improvements
- Be meaningful

Practical Strategies

- Teacher Feedback should be in green
- Feedback should use codes or pictorial symbols whenever possible
- Follow the school feedback codes (see school codes, Appendix 1)
- Use scaffolds and example prompts where appropriate
- Insert an arrow where the work could be improved; by the arrow write a "closing the gap" prompt to help the pupil know how to improve this part
- When appropriate, use the school agreed codes to note spelling, grammar and aspects of presentation
- Give challenges to be completed in order to move learning forward
- School policy of 2 challenges per week in maths books
- Peer Assessment - A 'peer purple' pen is used by pupils
- Self-Assessment - A 'Think Pink' pen is used by pupils
- Avoid writing lengthy pieces of prose at the end of the piece of work (which might not be understood)
- Allow time for pupils to read feedback in daily 'response sessions' and make improvement to the arrowed part, using the "closing the gap" prompt as a guide

Appendix 1: Feedback Codes

Appendix 2: KS1 Pictorial Feedback Codes





Review Date: January 2017

Governor Review:



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Feedback Codes

sp	Spelling error
P	Punctuation needs checking
√	Positive Feedback
	Prompt to show next step – tip or something to think about (be specific)
√√	Good/very good work (may be used in conjunction with a vertical line down the margin to indicate an extended piece of good writing).
√ . c	Correct/incorrect/correction
	New paragraph needed.
D	Oral feedback has been given or a discussion has taken place child.
GW	Guided Work
S	Work supported by an adult
I	Independent Work
FA	Focus Activity
G	Grammar needs to be checked and corrected.
	Target
Th	Thesaurus change to a more suitable/powerful word.
	Verbal Feedback



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Key Stage 1 Feedback Codes



Use finger spaces between words



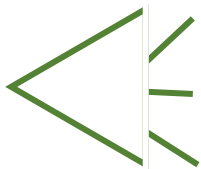
Check this part carefully



Stay between the lines



Use your phonics



Say the word out loud as you spell it