



Springfield Junior School **Feedback Policy**

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Rationale

At Springfield Junior School, we recognise the importance of feedback as one of the key principles of effective teaching and learning.

Teaching Standard 6 (2012) requires teachers to:

'Make accurate and productive use of assessment, and to give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.'

In addition to this, we have considered the most recent research and trials available around effective feedback and considered the workload implications of excessive written marking.

Our policy draws upon the evidence of best practice from the Education Endowment Foundation. This indicates that effective feedback should:

- ***Be meaning, manageable and motivating.***
- *Redirect or refocus either the teacher's or the learner's actions to achieve a goal*
- *Be specific, accurate and clear*
- *Encourage and support further effort*
- *Be given sparingly so that it is meaningful*
- *provide specific guidance on how to improve and not just tell students when they are wrong*
- *Be supported with effective professional development for teachers.*

In addition, we have considered the recommendations from the DFE around reducing Teacher Workload, in particular written marking. We have investigated alternatives through extensive reading, school visits and randomized control trials across our school.

Key Principles

- *The sole focus of feedback should be to further children's learning:*
- *Evidence of feedback is incidental to the process – we do not provide evidence for any other parties.*
- *Feedback should empower children to take responsibility for improving their own work; adults should not be doing the thinking for pupils.*
- *Feedback delivered closest to the point of action is most effective*
- *Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;*

- *Feedback 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.*

Research has shown that effective feedback has a significant impact on raising achievement

Types of Feedback

It is essential the teachers evaluate the work that pupils produce in each subject, and use this information to adapt their teaching accordingly. It is also key that learners know how well they are doing and can take some responsibility for moving their learning on.

Three types of feedback have been identified to aid this learning process:

Type	What it looks like	Evidence
Immediate – at the point of teaching	<p>Teacher gathering feedback from teaching, including mini-whiteboards, pupil responses, self-marking, live marking</p> <p>Takes place in lessons with individuals/small groups/whole class</p> <p>Often given verbally to pupils for immediate action</p> <p>May involve the use of other adults to provide support or challenge</p> <p>May re-direct the focus of teaching or the task</p>	<p>Learning walks/observations</p> <p>Improvements evident in books from editing or further working.</p>
Summary – at the end of the lesson	<p>Take place at the end of a lesson or activity.</p> <p>Often involves whole groups or classes</p> <p>Provides an opportunity for evaluation of learning in the lesson</p> <p>May take the form of self- or peer- assessment against an objective or set of criteria</p> <p>In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.</p> <p>May re-direct future lessons through planning, grouping or adaptation of tasks</p>	<p>Learning walks/observations</p> <p>Planned pre-teaching or intervention as a result.</p> <p>Evidence of self and peer assessment.</p>
Review – away from the lesson	<p>Takes place away from the point of teaching</p> <p>May involve written comments/annotations for pupils to read/respond to</p> <p>Provides teachers with opportunities for assessment of understanding</p> <p>Leads to re-direction of future lessons through planning, grouping or adaptation of tasks</p> <p>May lead to targets being set of pupils for immediate action</p>	<p>Whole class marking grid completed for some subjects.</p> <p>Editing and responses in pupils work</p> <p>Annotated planning to indicate change in activity/grouping.</p>

Subject Expectations:

Literacy

Blue books are 'practice' books where pupils record their learning and rehearsing of literacy skills. A mixture of **immediate – verbal - and summary – self, peer and teacher live marking - feedback** will be used to review learning and adapt future lessons as necessary.

Pink books are 'writing' books where pupils have opportunities to write at length – either daily over a period of time or during the course of an afternoon. Review feedback is used through **whole class writing sheets** which are kept in the writing books. These are used to assess the class by identifying common strengths and weaknesses, star writers and identify editing activities for all pupils. This is used to plan a follow up editing session for the class and to feed into subsequent planning.

The editing session features some or all of the following elements:

- an opportunity for the teacher to showcase good examples of work and discuss
- teaching to address common mistakes and errors
- time for proofreading – spelling, grammar and handwriting
- discussion and modelling of whole class improvements to an anonymous piece
- Paired/individual editing as a result of whole class marking sheet and teaching of editing skills.

A half termly writing conferencing session is planned so that teacher and pupil can explore a piece of writing together and practice recognising where improvements are needed, editing appropriately and discuss next steps for writing.

Numeracy

Journaling (weekly)

Journaling should be marked with the green and orange colour coding ie, green to highlight successes and orange to address misconceptions or to signpost a challenge. Challenges could be noted using NSC (Next Step Challenge) to indicate challenge on the whiteboard or working wall. Green ticks indicate success with the additional award of house points to indicate individual success/perseverance/attitude to work. Additionally work could be celebrated with the whole class through teacher praise (and explanation), shared through the visualizer and displayed as good examples on the working wall.

Independent Practice

Independent practice should also be consistently marked in green for correct and orange for error – either using marking stations or answer sheets, whole class, peer marked or live marking where possible. Children should be encouraged to respond immediately to corrections where possible using blue polishing pens. This work should be reviewed by the teacher in order to inform future planning and adjust subsequent sessions or focus group/individual intervention. It is not necessary to provide further written comments as the colour-coding makes clear what is required, however the teacher may want to suggest use of diagrams/manipulatives/use of place value charts/referral to journals etc, as a way for the pupil to help themselves.

Other Subjects

As with the core subjects, a range of feedback types will be employed and the expectation is that work produced is used to inform future planning. For one piece per topic in Creative Curriculum and Science, the whole class feedback sheet will be used to plan next learning steps for all pupils, and these will be acted upon in the follow session with editing/review activities evident in the books. The whole class feedback sheet does not have to be stuck into the pupils' books.

Self Assessment

With guidance and support, pupils are increasingly encouraged to self-evaluate by identifying their own successes and look for an area for improvement. This may be achieved through ticking steps to success on a learning objective label or by providing a self-assessment grid after a piece has been finished.

Pupils may mark their own work as part of a group or within the whole class, where answers are discussed together or provided on a mark sheet.

Peer Assessment

Once a marking process has been modelled with the class, pupils sometimes mark work in pairs. This allows them to develop their own critical capacity and may take a variety of forms.

Possible peer and self-assessment mini activities:

- *Find one word you are really proud of and underline it. Show someone what you have done.*

- *You have 3 minutes to identify 2 places you think you have done well and then read them to a partner.*
- *Find one place you could improve Write your improvement at the bottom of your work.*
- *Underline your best sentence/line/explanation/calculation and explain why you chose it.*
- *Ask specific children to show another table their work and get the table to share what is good about it.*
- *Pair children where child 1 shows child 2 how to work through a method. Child 2 compares understanding before and after.*

Monitoring

Subject Leaders and SLT will sample the work in books for their area of responsibility focusing upon editing, improvements, and progress and high expectations as indicators that feedback is being successfully used to move learning on. In addition, there will be regular occasions (half-termly) where staff review Year/Subject books together within CDP or PPA sessions, with the same focus. The views of pupils about feedback and assessment will also be sought to review the effectiveness of feedback across the school.

Use of TAs

TAs and HLTAs need to be aware of the marking policy and follow this when teaching a class, or working with particular groups within the classroom. Teaching assistants live mark work alongside children and teachers manage and train TAs to ensure this is part of regular practice.

Parental Involvement

Parents are invited to review their children's school books during tea afternoons. Feedback from parents is that this is helpful in informing them about their child's next steps for learning.

(With thanks to the many educationalists, teachers and researchers who have kindly shared their practice online including Claire Sealy; St Matthias Primary and Michael Tidd)