

# Springfield Junior School

## Feedback Policy



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# Feedback Policy

2021 - 2022



SPRINGFIELD  
JUNIOR SCHOOL

## 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.'*

Our policy draws upon the evidence of best practice from the Education Endowment Foundation. Their **'Teacher Feedback to Improve Pupil Learning'** Guidance Report makes key recommendations including:

- *Before providing feedback, teachers should provide high quality instruction.*
- *Feedback should focus on moving learning forward targeting specific gaps and may focus on the task, subject and self-regulation strategies.*
- *Consider carefully pupil motivation, self-confidence, trust in the teacher and capacity to receive information.*
- *Learners should be encouraged to welcome feedback and use it to aid progression*
- *Consider how to use written and verbal feedback.*

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 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 schools' wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.*

## **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 responsibility for moving their learning on.

To offer effective feedback, teachers must lay the foundations. High quality instruction will reduce the work that feedback needs to do, and effective formative assessment will help teachers to set learning intentions (which feedback aims towards) and assess learning gaps (for feedback to address).

High quality feedback can focus on the task (the outcome and advice to improve), the subject (underlying processes) and self-regulation strategies (how pupils plan, monitor and evaluate their work.) Generalized feedback may not provide enough information to close a learning gap, it may result in pupils becoming self-conscious or have an impact on their self-esteem.

Teachers must plan carefully for how pupils receive feedback and act upon it.

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

<b>Type</b>	<b>What it looks like</b>	<b>Evidence</b>
<b>Immediate – at the point of teaching</b>	<p>Teacher gathering feedback from teaching, including mini-whiteboards, pupil responses, self-marking, live marking, use of technology.</p> <p>Takes place in lessons with individuals/small groups/whole class</p> <p>Often given verbally to pupils for immediate action – addressing mistakes/errors or mistakes.</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> <p>Pupil perceptions</p>
<b>Summary – at the end of the lesson</b>	<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>Learning walks/observations</p> <p>Planned pre-teaching or intervention as a result.</p> <p>Evidence of self and peer assessment.</p>

	In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. May re-direct future lessons through planning, grouping or adaptation of tasks	Pupil perceptions
<b>Review – away from the lesson</b>	Takes place away from the point of teaching May involve written comments/annotations for pupils to read/respond to Provides teachers with opportunities for assessment of understanding Leads to re-direction of future lessons through planning, grouping or adaptation of tasks May lead to targets being set of pupils for immediate action	Whole class marking grid completed for some subjects. Editing and responses in pupils work  Writing targets ticked and dated on cards in extended writing books. Annotated planning to indicate change in activity/grouping. Pupil perceptions

## 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. **Success criteria** are used for **writing tasks** and **highlighted green** to indicate success. **Orange highlighters** still need to be used to indicate a **small number of grammatical/spelling errors (up to 5)** – every few writing tasks.

Pink books are 'writing' books where pupils have opportunities to write at length with a greater degree of independence. Review feedback is used through **whole class feedback 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
- editing tasks (when approached for the first time or if children are unable to access independently)

are modelled and shared before being attempted independently.

- Paired/individual editing as a result of whole class marking sheet and teaching of editing skills.

A half termly writing conferencing session is planned with small groups 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.

## Maths

### Shared Practice

Where children work together on tasks, immediate and regular verbal feedback should be provided in order to address misconceptions and move children's learning on. This feedback should be used to inform adaptations within the lesson and across units of work. This information will be used to address individual, group or whole class errors or misconceptions and should be carried out within lessons where possible. Where shared practise is completed in books, live marking should be used: **green for correct** and **orange for error**. Children's responses should be carried out in blue polishing pen.

### Independent Practice

Independent practice should also be consistently marked in **green for correct** and **orange for error** – either using **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.

**Next step challenges should be made clear using NSC coding.**

## **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, next step challenges** will be provided for all pupils, and these will be acted upon in the follow-up session with editing/review activities evident in the 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 and 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**

When appropriate, Parents are invited to review their children's school books. Feedback from parents has been 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)*