



The Whitchurch Church of England Federation

Feedback Policy 2023

Purpose

'Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative.'

- Hattie & Timperley (2007)

This policy will promote regular verbal and non-verbal communication with pupils about their individual progress in a form that pupils and teachers clearly understand. It will also help to ensure that all students have feedback on their work to encourage a higher standard of achievement, challenge able learners and provide meaningful feedback. All of our pupils require feedback that should encourage them to produce work that they are proud of and is the best it can be. Therefore, our feedback must reflect our understanding of each child and their strengths and areas for development.

Quality of Feedback Criteria

It is widely recognised that verbal feedback is most effective. When pupils are given the opportunity to address misconceptions within a lesson, progress over time can be made at pace. However, this relies on the feedback from teacher to pupil being specific and related to the learning in question.

"A student should be able to read or hear their teacher's feedback then do something very specific and concrete to improve their learning."

Tom Sherrington

Due to time constraints, verbal feedback may not always be possible for every pupil within a lesson. Where this is the case, whole class feedback, self-assessment, peer assessment or specific written feedback that relates to the learning in question should be provided for the pupil to act upon at the soonest available opportunity. Whatever form of feedback is used, the **impact** upon the pupil's work should be evident.

"Feedback should be more work for the recipient than the donor."

Dylan William

In order for pupils to make the most of the feedback they receive and also give to their peers and their teachers, it is important they understand **how** and **why** the feedback is being given. Pupils will need the following explained to them in child friendly terms to ensure they understand what it is they need

to do next.

All books will be looked at by staff during or after each session and acknowledged by a green tick or question mark to ensure that all pupils understand what has been

taught; 25% of the books will be given depth of feedback (as explained below), 75% **should be** able to be completed during the session.

Verbal feedback:

This is a dialogue that takes place between pupils and their teacher within the lesson. The teacher can explore the child's thinking in depth and address misconceptions. The class teacher may use pink highlighter to indicate areas of work that need to be reworked as a result of their conversation. It is expected that the reworking will take place immediately and the improvements noted by the teacher in their discussion.

Self-Assessment:

Pupils need to be taught how to self-assess effectively before this can be used independently. This takes time and relies on quality modelling from Early Years and Key Stage One by the class teacher in the beginning, following the 'I Do, We Do, You Do' approach, to then be independently successful from Year Three upwards. When using self-assessment, pupils need to be given very clear criteria against which they evaluate their work. These criteria should be focused and related to the learning from the lesson. Pupils should evidence **where** in their work they have achieved the specific criteria. If they are unable to because the criteria have not been used, this becomes an area for improvement to be actioned. Adequate time should be planned in throughout or at the end of the lesson for pupils to self-assess. Class teachers are expected to monitor closely the impact of any self-assessment used and intervene where appropriate.

In Early Years, this is indicated with a green or pink dot.

In KS1, this is indicated with a green or yellow dot.

In KS2, ? indicates the pupil is not yet confident ✓ indicates the pupil is confident they have met the objective and ✓✓ indicates they are confident they have exceeded the objective.

Peer-Assessment:

Pupils need to be taught how to peer-assess effectively. Once they are familiar and confident with the concept of self-assessment, peer assessment can be introduced. As with self-assessment, this takes time and relies on quality modelling by the class teacher in the beginning, following the 'I Do, We Do, You Do' approach. Once again, pupils need to be given very clear criteria against which they evaluate their work. These criteria should be focused and related to the learning from the lesson. Pupils should evidence **where** the specific criteria have been achieved in the work they are assessing. If they are unable to because the criteria have not been used, this becomes an area for improvement to be actioned. Adequate time should be given throughout or at the end of the lesson for pupils to peer-assess. Class teachers are expected to monitor closely the impact of any peer-assessment used and intervene where appropriate.

Pupils who are peer assessing should never write directly in another pupil's book. Comments may be made on post-it notes and stuck in as appropriate.

Whole Class/Group Feedback:

Whole class verbal feedback can be just as effective. This ensures the class teacher is responsive to the learning taking place in the class at any one time. Quality questioning is key to ascertain what it is pupils have understood/misunderstood in order to redirect learning.

Following any whole class/group feedback, pupils must have the opportunity to action the points raised in their work before continuing.

Written Feedback:

Written feedback is only effective when the child is able to read it and understand what it is they need to do as a result.

Symbols are used to support children (see appendix 1). However, the feedback should always be specific, focused and relate to the learning within the lesson. Green highlighter is used to indicate areas of strength linked to the 'I know/I can' statements. A Pink highlighter is used if we require the pupil to rework the area highlighted by writing it again under the teacher's comment, or to make specific edits within their work. (Appendix 1)

Time should be planned in for pupils to make improvements at the beginning of the following day.

When Ipads are being used, marking follows the same principles. (Appendix 1)

Whatever form of feedback is provided, **actionable** feedback is far more powerful, and will help pupils understand their mistakes, close the gap between where they are and where they need to be.

Tom Sherrington's 'Five R's' support this and should be applied wherever possible (See Appendix 2 for examples and Appendix 3 for Classroom resource):

- Redraft, re-do
- Rehearse or repeat
- Revisit and respond
- Relearn, retest
- Research and record.

A tiered approach to the feedback must also be considered to ensure the right level of feedback is given. This hierarchy of marking supports appropriate next steps.

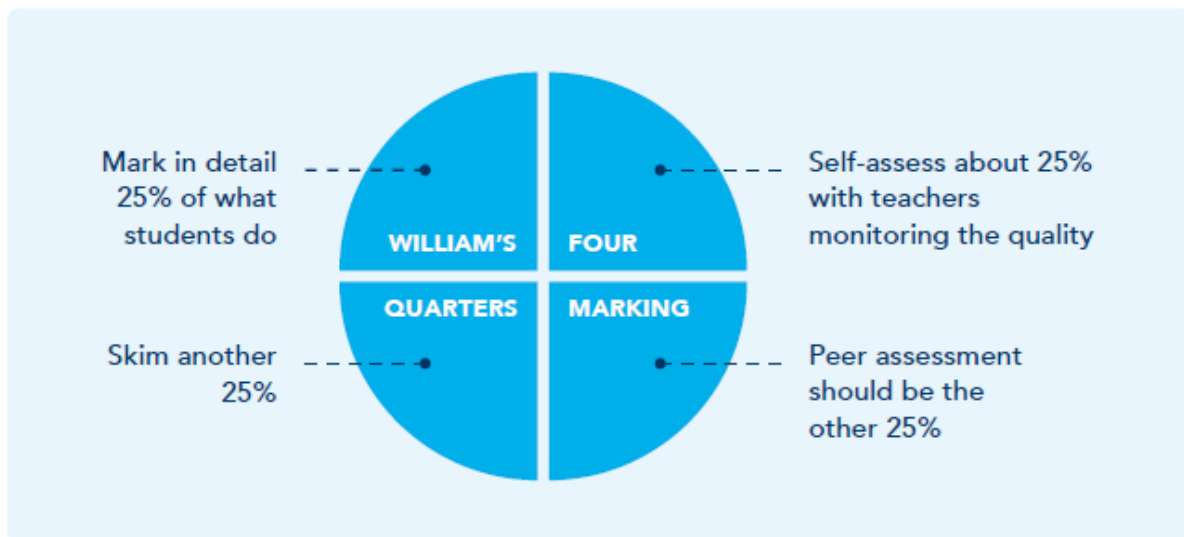
- Finger spaces
- Letter formation (appropriate to year group)
- Full stops
- Capital letters
- Sentence structure
- Gateway keys appropriate to year group

Spellings

- Taught common exception words appropriate to ability.
- Words appropriate to phonic/spelling knowledge
- Taught Word Aware words

Frequency of Feedback & Teacher Workload:

Teachers cannot be expected to give feedback on every piece of work for every single pupil which is why the five forms of feedback described above have been adopted by The Whitchurch Church of England Federation. It is expected that the following diagram is applied, whilst ensuring that over the course of a week, each pupil receives a balance of feedback shown below:



- 'Four Quarter Marking', Dylan William

By using this model, detailed feedback will be provided once a week in English (including Guided Reading) and Maths. Staff can be flexible on how this is managed e.g. 100% detailed marking on one day or spread over the week.

This model works to provide 'detailed written feedback' at least once a week in English (including Guided Reading) and Maths where there are effective questions that promote deeper thinking using the quality of feedback criteria above. For other subjects, the 'Four Quarter' model will be applied, but feedback given will always be relevant to the learning within the lesson and promote deeper thinking.

Feedback must focus on moving learning forward, targeting the specific learning gaps that can be identified using real-time assessment, questioning techniques, etc.

Quality Assurance:

The following approach will ensure the quality of feedback is effective and has a positive impact on pupil's learning throughout the school:

First: Class teachers are involved in ensuring the effective self and peer assessment of pupils within their classrooms and monitoring the impact of this on children's learning.

Second: Subject leaders are involved in monitoring the quality of feedback for their subject – ensuring children have opportunities to rework and deepen their understanding about the learning taking place.

Third: Senior Leaders are involved in ensuring there is consistency in the quality of feedback across all classes and that feedback provided is having a positive impact on pupil progress.

Guidelines & Procedures:

The following guidelines will be implemented across the school:

- Feedback should always reflect the learning intention of the activity and provide an opportunity to go beyond.
- Learning objectives will be take the form of statements to make explicit the skills and/or knowledge children are expected to gain/develop by the end of the lesson.
- Pupils should be encouraged to check their work against the learning statement/s before handing in for feedback.
- Where possible and appropriate, feedback should be done with the student face to face and live marking in class.
- Cursive handwriting must be always used *across all subjects* so that the school handwriting scheme is being modelled to the pupils. This also ensures that handwriting is legible.
- Any marking comments must be grammatically correct using correct punctuation and include no spelling mistakes.
- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.
- Spellings and grammar mistakes should be corrected, but if there are many mistakes, correct if:
 - Spellings and grammar were part of the lesson objectives.
 - It is a spelling that all children should know.
 - It is something related to the child's individual target.






Connections to other policies:

- Behaviour Policy
- Assessment Recording & Reporting Policy
- SEND Policy

Appendix One

Federation symbols for marking

When marking pupil's work, the following symbols are to be used.

	Green highlighter means you have met the objective here
	Pink highlighter means think about this part again
VF	verbal feedback given
I	independent work
S	supported by an adult
• or ?	you have made a mistake (this could also be  highlighter)
✓	this is correct well done! (this could also be  highlighter)
✓✓	excellent idea, well done! (this could also be  highlighter)
^	a word is missing
Marked on Showbie	If the work completed in the books is to be marked on Showbie this must be stamped as so in the books
()	Any work that staff / pupils feel need to be repeated / or is incorrect will be indicated by brackets being placed around the section in the blue pen.

Showbie Marking

Showbie Feedback



I have secured the skill or understanding.



I am developing the skill or understanding.



I have not yet demonstrated the skill or understanding.

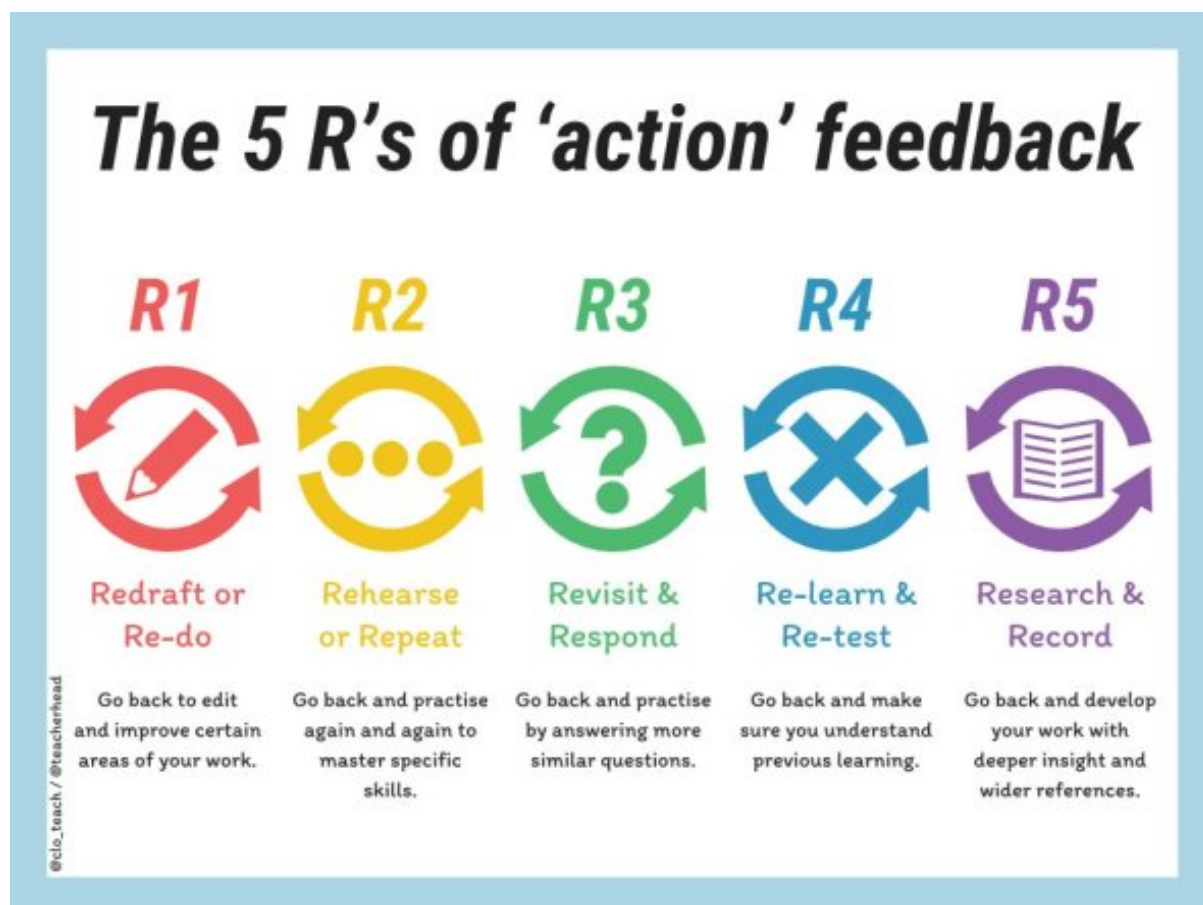


I have teacher feedback to address.



Love - Compassion - Courage - Kindness - Perseverance - Respect

Appendix 2



1. Redraft or Re-do

Redraft this piece of work / this paragraph/ this graph.... by doing X, by adding Y, by correcting Z...

Re-do this piece of work but this time make sure you include X, you measure Y, you state Z correctly....

Redrafting is very powerful provided that the actions are very specific, and the scale of the task is manageable for both teacher and pupil.

2. Rehearse or Repeat

This could have been called practise and drill – if I wasn't using R words. As any musician will know, the feedback from most instrumental lessons is to practise something specific: some scales, sections of the piece, some finger exercises, a performance, each time paying attention to some very particular skill element for additional fluency. This could work for many subjects including Maths:

- Practise your number bonds to 100 with these questions...
- Practise factorising basic common expressions by doing these questions...

In French or English, you could practise writing certain type of sentence: Rehearse your use of future tense/dialogue markers/fronted adverbials/connectives – by re-writing these statements adding the appropriate phrase, punctuation – or anything that can be done repeatedly.

Note, it is no good asking most pupils to simply 'practise doing X'. They need to be given specific questions so that they are doing X at right level of difficulty and at the right pace and scale. It is also no good giving them lots of one-off questions. Pupils need to do lots of the same type of questions to consolidate their understanding before being challenged with a wider variety.

3. Revisit and Respond

Very simply, this means 'do these questions. It means, based on what I'm seeing, you need more practice answering questions like this. It could mean going back over fundamentals or being given extension questions. Instead of a commentary on what pupils have done before, teachers simply issue new questions informed by their reading of pupil work or their test performances. This replaces a focus on retrospective marking with the proactive forward-looking approach of issuing questions or giving students work to do. Quite a big shift in emphasis but one that is likely to have much greater impact.

4. Re-learn and Re-test

This is very simply a case of specifying a set of knowledge and asking pupils to return to the routines of retrieval practice. They may need to re-visit previous learning too but mainly it is a case of self-quizzing repeatedly using a variety of memory techniques to ensure certain ideas, words, equations, facts, details, quotations – are learned. It's a very specific form of feedback: You still don't know all of these facts: go and learn them; prepare for a mini test. That might be more productive as feedback for history or geography work than any number of comments on their paragraph structure.

5. Research and Record

Here, pupils may have some issues with the scope of their exposure to ideas and are showing the need to show deeper insight, wider references, more imagination. The solution to this could be more reading or more research of a different kind. However, the instruction to 'do some more research' could be horribly unproductive or lead down too many blind alleys. Teachers could specify what reading should be done or where exactly pupils should research – but also require them to record their findings.

Appendix 3

5 R' Poster for class

