



Feedback Policy & Procedures January 2023

Written by: Head Teacher

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At Crompton Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle. We are mindful of the growing body of research surrounding effective feedback and the workload implications of written marking as well as research from cognitive science regarding the fragility of new learning.

We aim to maximise the effectiveness of feedback in our practice.

Feedback

High impact for very low cost, based on moderate evidence.



Education Endowment Foundation, teaching and learning toolkit

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. Meta-analysis by the EEF shows that effective feedback should:

- 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.
- Put the onus on the students to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Purpose of feedback:

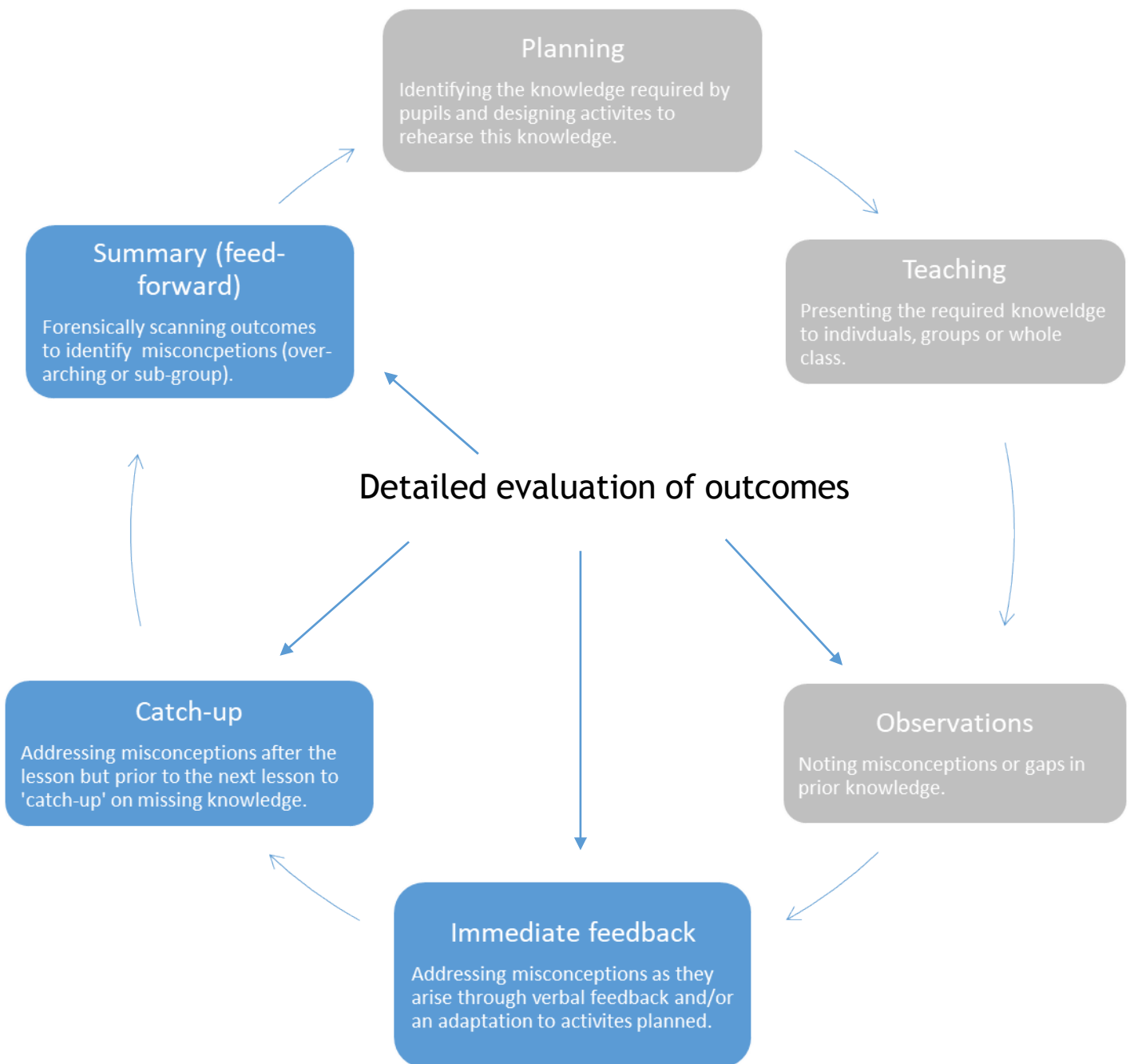
The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil (for example, making corrections to spellings, punctuation or elements of grammar).

Our feedback cycle:

Our feedback cycle aims to make use of good practice approaches (EEF toolkit; DfE 2016) to ensure that children are provided with timely and purposeful feedback that furthers their learning. Our cycle enables teachers to gather assessments that enable them to adjust their teaching both within and across a sequence of lessons.

It is vital that teachers evaluate the work that children produce in lessons and use information obtained from this to adjust their teaching.

Feedback occurs at one of three common stages in the learning process:



Progression of feedback:

While the purpose of feedback remains consistent across all years, the type of feedback given will vary depending on the age of the children. In particular, feedback given in EYFS and Key Stage One is prominently immediate, verbal feedback. When working with very young children, feedback given later in time has little or no impact.

How we give feedback:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Takes place during a lesson with individuals, groups or the whole class. • Includes the teacher and/or teaching assistant gathering assessments from their teaching e.g., whiteboard work, book work, verbal answers. • Often given verbally to pupils for immediate actions. • Praises effort and contributions. • May involve the use of a teaching assistant to provide support or further challenge. • May re-direct the focus of teaching or the task. 	Lesson observations; learning walks.
Responsive (same day catch-up)	<ul style="list-style-type: none"> • Takes place after the lesson or activity with individuals or groups. • Re-addresses knowledge from the lesson or activity or addresses missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • Will usually be delivered by a teaching assistant based on guidance from the teacher. • Often, an element of the child's responses to catch-up are recorded in their workbooks to show progress over time. 	Learning walks; catch-up observations; feedback grids; book looks.
Summary (feed-forward)	<ul style="list-style-type: none"> • Involves forensic scrutiny of the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the whole class or sub-groups • Takes place during the following lesson. • Addresses over-arching strengths and misconceptions as well as specific misconceptions for the sub-groups • Sometimes, involves allocating time for editing based on the feedback given or rehearsal of the knowledge. Editing is done in purple pen/pencil. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant. 	lesson observations; learning walks; book looks.

Marking

The Department for Education review paper: Eliminating unnecessary workload around marking, has highlighted “that marking had become a burden that simply must be addressed” (DfE, 2016). Written evidence of the feedback given is incidental to the process; we do not provide additional evidence for external verification. Written marking has a huge opportunity cost attached to it; we would rather our teachers spend that time planning and resourcing the best quality lessons.

There is a ‘Marking Codes’ Sheet attached to this policy to ensure that, where teachers acknowledge mark a piece of work, they are doing so consistently across key stages. There is no requirement to detail mark or comment on a piece of work, however, when teachers choose to do so because it is helpful to them or to children’s learning, they will do this in green pen.