FEEDBACK POLICY

March 2019

At Allhallows Primary Academy, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research 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
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, a working party of teachers at Allhallows Primary Academy has investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be:

- meaningful, manageable and motivating. We have also taken note of the advice provided by the NCETM [(National Centre for Excellence in Teaching Mathematics)](#)
- that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback and marking should be to further children's learning;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- 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 a 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.
- All pupils' 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.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching

2. Summary feedback – at the end of a lesson/task

3. Review feedback – away from the point of teaching (including written comments where appropriate)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Allhallows Primary Academy, these practices can be seen in the following ways:

Type	What it looks like	Evidence (for observers)
Immediate	• 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 • May include highlighting/annotations according to the marking code.	• Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take 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	• Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	• 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 adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action	• Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple ticks or through the use of the marking codes (appendix 1)

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who:

Are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. The marking code shown in **appendix one** should be used for consistency where appropriate. Where a child will need to edit their work a purple polishing pen should be used. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks.

These will allow children's achievements to be recognised and provide further guidance for future learning.

Instead of detailed marking in individual books a feedback sheet as shown in **appendix 2** should be used for every lesson where appropriate.

The feedback PowerPoint **(seen in appendix 3)** should be used to highlight Polaroid (WOW) moments from previous learning outcomes and provide the teachers with opportunities to share examples of work so everyone can learn and improve from it.

Conferencing

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. The different examples of this are shown in the diagram below.
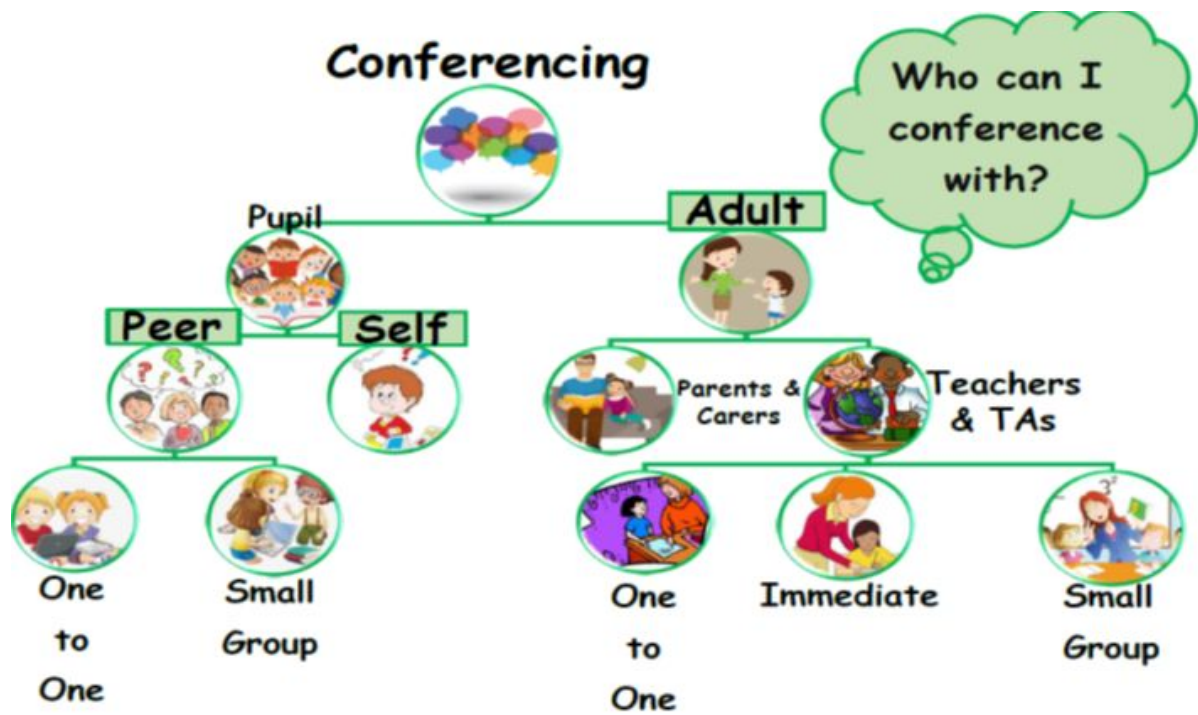
Where possible this should be immediate in lessons (e.g. correct/incorrect answers, ability to use methods, task feedback). At other times delayed feedback (sometimes known as pupil conferencing) will take place in a scheduled discussion between teacher and pupil, focusing on conceptual matters (e.g. depth of understanding, ability to make connections, reasoning about new learning) as well as discussing progress, attainment and next steps. The aim should be for the pupils to lead these discussions overtime (e.g. discussing what they are successful with, what they found challenging and what they need further help with and how they can further apply their learning). **Appendix 4** has some prompts

Appendix 1

Marking Codes

Sp	Spelling Error
Sp x3	Copy this corrected spelling in the margin three times.
P	Punctuation Error
?	Your sentence doesn't make sense!
Λ	Missing Word
VF	Verbal feedback
S	Supported
//	New line or paragraph needed.
✔	Correct
	Incorrect
	Green for Good
	Pink for Think
☺	You have achieved the Learning Intention- Well done!

The use of PIGS will also be used to determine how independently a child has worked throughout the task:

P - Paired

I - Independent

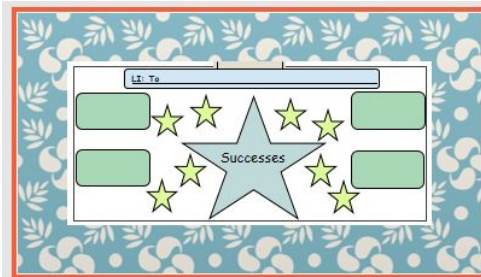G - Group

S - Supported (by an adult)

Appendix 2

Feedback Sheet

Appendix 3

Feedback PowerPoint
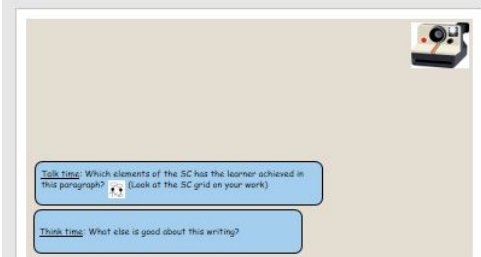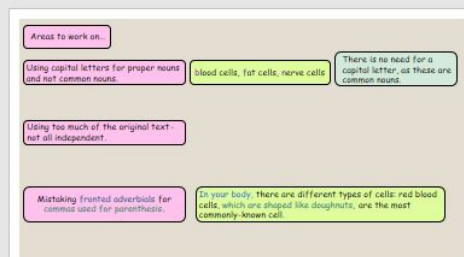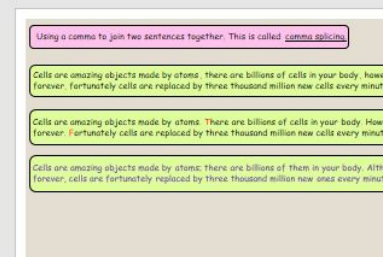
Question Prompts for Pupil Conferencing

Using pupil work as a springboard:

Show me something you are proud of in your book this week. Why are you proud of this piece?

Show me something you struggled with this week. Tell me more about how you got stuck. Do you understand it now? Can you explain how you would do it now? What other help do you need?

If we look at this week's work and compare it with last week's work, what do you think you've improved at? Can you show me examples? What do you need to work on next week?

Last week we talked about you showing target – can you show me where you worked on that this week?

I noticed you found task a bit tricky. Let's figure out what help you need.

Using a lesson experience as a springboard:

Tell me a little bit about what you learned in subject this week. How would you explain what you've learned to someone who wasn't in our lesson?

How does our learning in lesson link to what you already knew before? What do you think is the next step in your learning?

How do you know that you have been successful in your learning in lesson? What would you do if you were stuck?

What questions do you still want to ask about lesson?

General learning discussion:

What do you think are your greatest strengths in subject? Why?

What are your biggest challenges / what do you find trickiest in subject? What help do you need to make this easier?

Can you think of something you used to find really tricky but is now much easier? What helped you?

How does your learning partner help you with subject? Can you give me some examples from lesson?

Do you know what you need to do to get better at subject/topic? Can you explain?