



Wyton on the Hill Feedback Policy

1. Introduction

We believe that effective feedback is an essential part of teaching and learning because it:

- promotes dialogue between teacher and children;
- builds children's confidence and independence in reviewing, improving and understanding their own work;
- informs successive planning, teaching and learning;
- identifies and plans for children at all levels who need additional support, consolidation or more challenging work;
- is proven to be a strong contributory factor in accelerating attainment and progress;
- supports the school's 'learning to learn' culture and values, raising the profile of resilience, responsibility, reasoning, reciprocity and reflectiveness;
- recognises, encourages and rewards children's efforts and achievement, celebrates success and promotes the identification and correction of mistakes as part of the learning process.

In order to achieve a whole-school approach to feedback, we believe that feedback methods used must:

- be consistent across the class;
- be developmental across the age-range;
- promote high levels of confidence;
- evidence high expectations from teachers and children;
- not limit children's ability through circumstance, negativity or pre-conceived limits;
- be consistently applied by all those working with children in school, including long-term supply teachers, temporary and support staff.

We believe that constructive feedback helps raise standards for all pupils by providing opportunities to reach their full potential in all areas of the Curriculum, irrespective of physical ability, race, gender, creed or stage of achievement. Feedback should be the most useful and powerful continuous ongoing diagnostic record of achievement. Feedback makes tracking of learning for pupils on a day to day basis manageable and feeds into the next cycle of planning for teaching. It is also an extremely effective medium for assuring pupils are aware of their progress and how they can improve.

As a school, we are mindful 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 (EEF) and other expert guidance. The EEF 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.

2. Principles of Effective Feedback

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

- Feedback should be used to identify the 'learning gaps' of individual students.
- Feedback should be specific and clearly focused on learning goals – with a view to moving on the learning of individual children. It should also focus on what students are getting right – so they can continue to do so.

- Children must be able to, and expected to, respond to the feedback, so they can work towards closing the learning gap.
- Feedback can take a variety of forms – teacher to pupil; pupil to teacher; pupil to pupil; written and verbal; focused on classwork, homework and assessments. All are equally valid.
- Different forms of feedback will be more appropriate for different year groups and different subjects.
- Feedback – in terms of how well pupils are learning – should inform the teaching.
- Feedback is not an add-on. It is an on-going and essential part of excellent pedagogy, used to deepen learning and improve teaching.
- Feedback should be challenging – and used to encourage students to aspire to excellence.
- Feedback should be high impact but manageable and sustainable for staff.

At Wyton on the Hill, a strong balance between these principles should be evident across all subjects.

3. Aims of this Policy

- To raise the achievement and self-esteem of children by providing them with prompt, regular and diagnostic feedback about their work to enable them to make progress.
- To provide a framework by which staff can plan and evaluate their feedback practice.

4. Types of Feedback

4.1 Evaluations of the work that children undertake in lessons enables teachers to use the information obtained to adjust their teaching. Feedback occurs during these common stages in the learning process:

1. **Immediate feedback** – at the point of teaching
2. **Summary feedback** – at the end of a lesson/phase of work
3. **Review feedback** – away from the point of teaching (including written comments)

Research indicates 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. At Wyton on the Hill, therefore, we place considerable emphasis on the provision of immediate feedback.

4.2 What can the different types of feedback look like and where might feedback be observed?

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • The teacher gathering feedback from teaching including directed questioning, mini-whiteboards, book work etc • Discussion which takes place in lessons with individuals or small groups • Feedback / correction given verbally to children for immediate action • The use of teaching assistant to provide support or further challenge • The teacher re-directing the focus of teaching or the challenge / task • Highlighting/annotations according to a class marking code. • Feedback given by an adult or peer. 	<ul style="list-style-type: none"> • Lesson observations / learning walks • Some evidence of annotations or use of marking code/highlighting • Teacher / child talk focuses on learning and responds to misconceptions / error accordingly • Improvements evident in books, either through editing or further working
Summary	<ul style="list-style-type: none"> • Takes place at the end of a phase of work/learning • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson 	<ul style="list-style-type: none"> • Lesson observations / learning walks • Some evidence of self- or peer-assessment • Timetabled pre- / post-teaching based on assessments

	<ul style="list-style-type: none"> • May take form of self- or peer- evaluation • May guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Reflective dialogue with the teacher • Children's workbooks and records
Review	<ul style="list-style-type: none"> • 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 • Gives opportunities to gauge understanding /misconception which leads to planning for immediate next steps either as a whole class/group or individual. • May lead to targets being set for children's future learning, or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses / actions • Reflective dialogue with the teacher • Children's workbooks and records

4.3 The Department for Education's research into teacher workload had highlighted written marking as a key contributing factor to workload. We have taken note of the EEF's recommendations, and those of the DfE's expert group which emphasises that **any marking undertaken should be meaningful, manageable and motivating**. We will never mark work for the sole purpose of evidencing learning for external agencies, including Ofsted.

4.3.1 **Meaningful marking:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

4.3.2 **Manageable marking:** marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

4.3.3 **Motivating marking:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

5. PROCESSES

5.1 Feedback should be given as soon as possible and, wherever possible, teachers should mark work with the children. Teachers and teaching assistants are encouraged to hold a pen throughout the lesson and, where appropriate, mark work with every child they work with to get an idea of how they can help.

5.2 Any written adult feedback should be done in **green, orange or red pen**. This may include verbal feedback notes, ticks, scaffold prompts, questions and encouragement comments.

Green pen indicates a positive, whilst **orange or red pen** indicates an area for review and subsequent self-correction, expansion or extension.

If any written feedback is given, teachers should be clear about the audience for whom their comments are intended.

If necessary, review comments about maintaining high expectations for presentation, amount of work etc can also be made in **red**.

5.3 For peer-peer or self-assessment, children should use a purple pen or pencil. Again, the format of this will vary depending on the year group/child. Where this has occurred, teachers must check that this has been done correctly.

5.4 An indication of whether the child has worked individually /in a group / or with adult support may be indicated using the codes **I (Independent), P (Partner), GG (Guided Group), or S (Support)**.

Codes can be written by either adult or child and usually in green, orange or red pen (adult) or purple pen (child).

5.5 Children are unlikely to benefit from review marking unless some time is allowed for pupils to consider and respond to marking. Consequently, it is essential for teachers to regularly make time for this.

Teachers will read and acknowledge pupils' purple responses, taking them into account in future teaching as appropriate / necessary.

5.7 Teachers should model how they want children to reflect and respond to feedback to further enhance the impact it can have on learning. This is especially important in September and needs to become a habit.

5.8 When checking books rather than marking books, it is the notes teachers make, the plans that are tweaked and the mini-interventions that are prepared for the next lesson that really make an impact on the child, group or whole class and their learning.

Rather than laboriously commenting on every child's work, teachers are encouraged to keep assessment notes in the way that is the most beneficial to their teaching. These notes may include, for example:

- What went well and examples of excellence;
- Misconceptions that need to be addressed;
- Children who need further support;
- Children who need more deliberate practice;
- Children who need further challenge.

6. Monitoring the Quality of Marking and Feedback

The implementation and impact of the feedback and marking policy will be monitored across the curriculum. Monitoring of this policy is carried out as part of the remit of Curriculum Leads and the Senior Leadership Team.

Strategies for monitoring the impact of feedback:

- Classroom observations with a focus on verbal and written feedback
- Work scrutiny - samples of books or folders
- Outcomes in books are reviewed against curriculum expectations and progression
- Pupil interviews and discussions

7. Review

This policy will be subject to regular review by the whole teaching staff.

8. References

'Visible Learning: Feedback' by John Hattie and Shirley Clarke

'Making Every Primary Lesson Count: Six principles to support great teaching and learning' by Jo Payne and Mel Scott

'A Marked Improvement – a review of the evidence on written marking' - Education Endowment Foundation

'Eliminating unnecessary workload around marking' – Report of the Independent Teacher Workload Review Group – DfE March 2016

<https://www.gov.uk/government/publications/reducing-teacher-workload-marking-policy-review-group-report>

'A policy for feedback, not marking' – Michael Tidd

<https://michaelt1979.wordpress.com/2016/05/24/a-policy-for-feedback-not-marking/>