Policy: Feedback

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Feedback Policy

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Intent

"Feedback is one of the most powerful influences on learning and achievement" – Hattie and Timperley 2007

"The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor" – Dylan William

Aims

All forms of feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going.

Staff have ownership and also the responsibility to utilise the most pertinent form of feedback to support progress of pupils. Staff should be able to articulate the choices made in feedback which has helped inform teaching, check understanding and help identify different starting points.

Feedback is ongoing and largely discussion based. Moving around the classroom and offering continual feedback in the moment is the most effective and efficient form of feedback. Feedback should never be vague but specific to the learning task they have completed or are completing. The vast majority of feedback at Brindley Heath is delivered in this way.

Implementation

Workload management is a key issue, therefore marking and feedback reflects this. The overall guidance for staff when marking each lesson is minimum daily feedback and marking requirements per lesson for staff are:

- Highlight the appropriate S to reflect achievement.
- Basic skills are addressed (through whole class, group or individual feedback.)
- Pupils clearly respond to this feedback and corrections or improvements are seen.
- Over each week, children will receive a variety of feedback – either verbal or written.
- Support staff actively giving feedback

Marking Codes

Marking Code	Meaning
Marking against SSSS to show pupil achievement	
green	achieved
orange	partially achieved
pink	not achieved and more support needed.
A pupil may have more than one highlighted, for example if they have achieved the standard, but only partially achieved the stretch.	
Children tick against the S they have achieved at the end of the lesson as part of daily self-assessment.	

Staff should develop systems to easily filter and prioritise feedback. E.g. Gathering pupil books together who have already received feedback in the lesson or using pupil self-assessment to identify target groups for surgery.	
(Tick)	Correct
(Cross)	A small cross in green pen to show incorrect answer or response.
Pink highlight underline/ dot	SPAG basic error, presentation error
Orange highlight underlined/ dot	Opportunity to develop responses.
Green highlight underline/dot	Reflecting success in success criteria
If pupils have not achieved a green highlight by their S, then staff may use whole class feedback or small group/ individual feedback where necessary. This is in the form of a learning surgery or a getting to green task.	
Learning Surgery	Learning surgery to take place to support pupil achieve.

Whole Class Feedback

"It is possible to skim books and pull out the key points which a number of pupils are still getting wrong. These misconceptions and mistakes are the platform for new learning as the teacher revisits these at the start of the next lesson…it is more effective in terms of moving learning on, of providing honest feedback and securing deeper progress over time." - Mary Myatt

"As part of a diet of feedback of various kinds, this technique is an excellent way to give students timely, detailed formative feedback whilst minimising teaching workload. It replaced writing individual comments in books with feedback given to the class as a whole. This allows the teaching to engage with their detail of the work students produce rapidly, to inform a short, effective feedback and improvement cycle." – Tom Sherrington

Selecting the most effective form of feedback is important. If a pupil's work is littered with basic errors, consider the form of feedback needed e.g. side by side verbal feedback.

Strategies for Feedback	
Whole class Feedback	- Occurring in DIRT time or at beginning of the following lesson. - Whole class feedback is used in wider curriculum feedback where appropriate. E.g start of following lesson or end of the current lesson. - Staff share key basic errors and whole class actions needed on the whiteboard or flipchart. This should be written to allow children to refer to. - Pupils respond to feedback (orange/ pink highlighting) and next steps. - Should pupils not need to address errors picked up or have individual feedback/ next steps, then staff should utilise these pupils to support others or rehearse basic skills (e.g maths number facts). - Use peer assessment through discussion of whole class feedback working in pairs, small groups or as a class.
Basic error marking	- Limited to 3 basic errors picked up e.g 3 pink dots - Pupil will respond and correct pink dots in addition to any whole class feedback needed.

Subject Specific Marking and Feedback Guidance

Maths Guidance

Assessment	Meaning
Self and peer assessment	Pupils will self or peer mark fluency where appropriate. Teacher will quality assure and acknowledge with a tick. Pupils will self or peer assess at the end of the section to ensure challenge and rigour.
Maths errors	Addressed through remodelling, learning surgery, get to green tasks or whole class feedback if appropriate. It is vital that misconceptions and basic errors are fully addressed in maths.
Teacher marking	Staff will give written feedback on problem solving and reasoning. This may be written, in the form of ticks and crosses or orange highlighter to indicate further.

English Guidance

Assessment	Meaning
Pencil Crayon Pink and Green (Writing specific)	To be used by pupils to indicate basic errors and achievement of Key to Success in peer or self-assessment.
Final outcomes	Feedback given through assessment grids using the same highlighting code. Basic errors should be eliminated by this point. If they remain, the most appropriate form of feedback should be used. E.g. responding to feedback in the grid under basic skills, whole class feedback or individual feedback.
In the moment feedback	The most effective form of feedback in English lesson is through the use of highlighter and in the moment feedback, looking at pupils work and having discussion over time.

Wider Curriculum Guidance

Staff use the same marking codes and whole class feedback when marking wider curriculum subject books.

Rewards

Praise should be used at all times to encourage and motivate pupils. The use of verbal feedback being the most effective to reinforce or challenge further and when appropriate using stickers, stamps or house points.

Impact

Learning is adapted to meet the emerging needs of all children at the moment of feedback, over lessons and over time. Which means that feedback will have been given, the work has improved, the gaps in learning closed with suitable and appropriate challenges made giving a deeper understanding or moving learning forwards.

The impact of this feedback is seen in:

- Pupils editing and improving their work
- Pupils responding to feedback and highlighting
- Errors and misconceptions are addressed and reduce over time
- Pupils handwriting or letter formation will improve over time
- Pupils have regular opportunities to self and peer assess to support a deeper understanding of their learning and support others
- Further learning opportunities are systematically planned through high quality assessment for learning without unnecessarily elaborate or individualised approaches.