Feedback policy

February 2023

Next review: Jan 2025

Providing feedback is well-evidenced to have high impact on learning behaviours. (Education Endowment Fund 2021) We have based our feedback policy on the EEF 2021 feedback toolkit.

What is Feedback?

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. (Education Endowment Fund 2021)

At The Meadows Primary School we know that high quality, consistent and timely feedback enhances children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance. We believe that feedback should be as immediate as possible, forming a feedback loop that impacts directly on pupils' work and understanding. To achieve this, we promote the use of a series of Assessment for Learning (AfL) strategies that will positively affect pupils' work and development across subjects and within individual lessons.

Aims:

We offer feedback to children in order to:

- monitor, evaluate and review pupils' current understanding in order to identify next steps for progress, improvement and development.
- enable pupils to evaluate their work in order to take responsibility for their own learning.
- We will help pupils take pride in their learning to promote positive self-image.
- Classroom practice will be "meaningful, manageable and motivating", enabling teachers to respond to pupils' current needs. This will help teachers to make secure summative judgements over time, and help pupils to succeed and develop academic rigour as well as informing future lesson planning.

Assessment for Learning Strategies

Question: Questioning is at the forefront of formative assessment. It is the key tool in responsive teaching, with evidence highlighting its role in securing strong pupil outcomes. Teachers need feedback from multiple pupils in order to gauge the success of their teaching. Rosenshine's research (2012) shows that effective teachers ask more questions from more students in greater depth; they check for understanding, involve all learners, explore thinking processes and misconceptions, and interrogate correct answers. This is how teachers uncover misconceptions and challenge pupils to deepen understanding.

Questioning takes many forms. We promote the following strategies:

- <u>Cold Call</u>: This is a 'no hands up', dialogic approach that keeps all pupils engaged. This makes feedback meaningful so that teaching is responsive to pupils' needs and levels of understanding.

- <u>No Opt-Out</u>: This allows teachers to return to pupils who get an answer wrong so they can show their understanding. It can also be used to engage pupils who refuse to answer to help establish a culture of academic learning and rigour.

- <u>Think, Pair, Share</u>: This allows all pupils to engage in a structured discussion that provides an opportunity to think generatively, share ideas and rehearse answers.

We also use other questioning techniques; such as whole-class response, check for understanding, Say it again better, probing, process questions.

All our lessons follow Futura Fundamentals of effective teaching (see appendix 2). Assessment for Learning occurs throughout the lessons but crucially at the retrieval and hinge-point stage.

Retrieval Practice: A method that checks the students have learned the material that you want them to know. This can take the form of low-stakes quizzes, games, review questions etc.

Hinge-point: A method of gauging how well students have understood the new material. Reteach or move to independent practice.

<u>Post-lesson feedback strategies</u>

Pupils' written outcomes will be acknowledged and reflections of their work will feed into future lessons and support strategies as well as promoting pride from the children in their learning.

Feedback should provide clear, actionable steps for improvement. Feedback may be written, verbal or shared as a whole class. Teachers should use their understanding of individual pupils to use feedback motivationally. It will form part of a scaffold that develops pupils' metacognition and independence.

<u>Written Feedback</u>

- When written feedback does occur staff will use green to highlight where the LO has been met. They will use pink to indicate where a child needs to make a correction. For EYFS and Year 1 this will be next to the correction. For Year 2 to 6 this will be in the margin for written outcomes.
- Staff will write their feedback in purple pen.
- Children will make corrections/improvements to their work using a green pen.

Green = Great

Pink = Think

Guidelines

- Written feedback will be related to the LO and understood by the child.

- Achievements will be celebrated in a range of ways in order to motivate and encourage.

- Time will be built in to lessons to ensure that feedback can be responded to.

- Staff at The Meadows will follow agreed approaches that can be found in the appendices.

Other types of oral and written feedback that staff may use include:
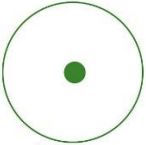
- Peer-assessment

- Self-assessment

- Marking against a success criteria

- Marking using a marking station

- Use of symbols (Appendix 1)

Monitoring

Monitoring of the strategies in this policy will be done through book scrutiny and learning walks. This will be done by the school's SLT and subject leads.

Symbols

Pink highlighting	Dots indicate where corrections or improvements are needed. In Maths this will be by the correction for all year groups. For written work Year 2 to 6 will place the dot in the margin. This may also have a symbol next to it to indicate what the correction is. In EYFS and Year 1 this will be next to the correction. Pink dots can be placed at the end of a piece of work asking a pupil to check all work for a correction e.g. capital letters
Green highlighting	Ticks or underlining can be used to highlight an achievement of the learning objective or used at the end of a piece of work to indicate that the work overall meets the LO.
Finger spaces	Finger spaces between words
CL	Capital letters
SP	Spelling error
Full stops	Full stops to demarcate sentences
R	Resources used to support learning
A	Adult support needed

Principles of Effective Teaching

	What and Why		How (core strategies)	
Retrieval – Reteach	A method that checks the students have learned the material that you want them to know.		P&R | 112 QUIZZING	Weekly/monthly review
Presenting New Material	A method of explaining new abstract information, which deliberately and explicitly links to examples and models that students have prior knowledge.	Q&F | 90 COLD CALLING	E&M | 78 LIVE MODELLING	Guided practice
Hinge Point	A method of gauging how well students have understood the new material. Reteach or move to independent practice.	Q&F | 92 THINK, PAIR, SHARE	Q&F | 96 CHECK FOR UNDERSTANDING	
Independent Practice	A method of allowing students to develop the automaticity needed for fluent application and recall.	Q&F | 98 SAY IT AGAIN BETTER	P&R | 128 INDEPENDENT PRACTICE	
Final Check				

Questioning & Feedback ----scaffolding