



FEEDBACK POLICY

Adopted: Spring 24

Review: Spring 27

Policy Review and Monitoring

This policy is due to be reviewed at the time stated, unless circumstances determine that this policy needs to be reviewed at an earlier time.

Signed: **Chair of Governors**
Mr J. Orchard

Headteacher
Mr K. Stroud

FEEDBACK POLICY

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Introduction

This policy should be viewed in conjunction with the Assessment, Recording and Reporting (ARR) Policy.

At Maes yr Haul Primary, 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 of the need for teachers to use their time effectively, 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 including the work of John Hattie and Shirley Clarke.

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.

Feedback happens in a variety of different ways according to pupils' age and stage of development. Teachers and support staff provide feedback primarily through verbal interaction but also through non-verbal interaction and where necessary and relevant, through written feedback of learning. Pupils often actively participate in assessment of their own progress (self-assessment) and that of their fellow pupils (peer-assessment). In all forms of feedback, the

emphasis should always be positive and constructive. This promotes a climate where effort and achievement are celebrated, and our school values and skills are demonstrated through modelling and collaborative working.

Key Principles / Aims

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

- the sole focus of feedback and marking should be to help further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments are mainly used where they are accessible to students according to their age and ability;
- feedback is most effective when delivered in lessons rather than 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 including but not limited to written comments;
- feedback is a part of the school's wider assessment processes, which aims 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 will impact on future learning.

Within these principles, our aim is to use research informed practises to ensure that all pupils are provided with timely and purposeful feedback that furthers their learning. Teachers can gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and Marking in Practice

Feedback may occur at any or all 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 (sometimes including written comments)

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 Maes yr Haul Primary, feedback can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
<p>Immediate</p>	<p>Includes:</p> <ul style="list-style-type: none"> • 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 an LSO 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. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
<p>Summary</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 (written comments)

<p>Review</p>	<ul style="list-style-type: none"> • Takes place away from the point of teaching. • May involve written comments/annotations/codes 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. 	<ul style="list-style-type: none"> • Acknowledgement of work completed. • Written comments and appropriate responses/action. • Adaptations to teaching sequences tasks when compared to planning.
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Marking Approaches

All work will be acknowledged in some form by class teachers. Simple ('basic') marking may be as little as using simple marking codes or methods such as ticks of learning objectives. Alternatively, it may also be through more extended comments e.g. ways forward.

In Progression Step 1 any form of marking is generally for the use of the teacher e.g. for assessment.

In Progression Step 2 and 3, review marking will usually lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity. The marking code is for the benefit for both teachers and for pupils (see appendices).

Peer Assessment

As pupils mature, opportunities are also provided for pupils to give feedback to each other, through structured 'peer assessment' activities. The starting point for introducing peer assessment is for teachers and learning support assistants to model the process (i.e. acting as a role model, and explaining and demonstrating how it should be done).

For successful peer assessment, clear learning objectives and success criteria need to have been established in agreement with pupils at the outset of the activity, so that feedback is related directly to the agreed criteria. Pupils must be encouraged to recognise that any comments which could be negative are made in such a way as to be constructive and to help their peers recognise how work could be improved in future – this will need sensitive handling by the class teacher to create a climate where pupils can accept this without it having a detrimental effect on their self-esteem.

“Having assessed the work of others, pupils will find it easier to identify weaknesses in their own work and to see how they can make improvements. They should be encouraged to reflect on their own development and progress, comparing their current work with that produced previously and with their own personal targets. Showing examples of work that do and do not meet the success criteria can help pupils to understand more fully what is required and to reflect on the things they need to do in order to improve. Looking at the work of others can also help pupils to understand the different approaches they could have taken and to appreciate that there are different ways of achieving success.” (NFER ‘Self and Peer Assessment’ 2012)

Self-Assessment

Pupils use a range of strategies to self-assess, introduced progressively as their understanding improves and they mature. This is detailed in the Feedback Continuum (Appendix 2). Through this process, pupils are supported to recognise that mistakes are a valuable part of the learning process and to see this as an opportunity rather than a failure. Pupils use of purple pen is to self-assess, correct/edit and improve work.

END OF DOCUMENT

GUIDE FOR PARENTS

How does my child get feedback on their learning?

'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.'

How do you mark my child's book?

You will notice that books are marked in a slightly different way than you may be used to. This is because Maes yr Haul is now using verbal feedback and marking codes, as well as more traditional comments.

Why are you not writing in-depth comments in my child's book?

The most up to date research shows that the impact of traditional and more formal marking on a child's progress is very little. Much of the time the comments aren't read by the child, or they can't read them, or they're not acted upon. The school wants to do the best for each child and research supports that the most effective feedback to pupils is verbal and in the moment. When looking at books, teachers use marking codes, discuss with children directly (verbal feedback) and utilise **success criteria** and **peer assessment**.

What will I see in my child's books?

We will sometimes mark something traditionally **e.g. written comments**, but this will probably be when the teacher is actually sitting with the child, rather than afterwards away from them. If a teacher wants to make a comment about something that they see in a book they will still do that. In order to convey information quickly and effectively we use a range of codes. For e.g. I=Independent, P=Partner work, V=Verbal Feedback given AS=Adult Support

What about children who always get things right/wrong?



They shouldn't! If they are being suitably challenged, they shouldn't find their work 'easy' and this will be noted by the teacher and the next steps planned for. Pupils have strategies like traffic light systems in which they can reflect on their learning and give feedback to their teachers. If the teacher is pitching the work correctly it should be challenging but within their capabilities or zone of challenge.

But my child is in the top/middle/bottom group!

Children's abilities differ across a range of activities, so therefore we do not have fixed groupings. Teachers may vary groupings according to the nature of the task. For example, 'chilli challenges' enable a pupil to choose the level of their learning, enabling them to have more control over how much they challenge themselves or seek consolidation. This however, is all planned and directed by the teacher carefully. The way we are marking/giving feedback now means that children get direct feedback as they are learning which impacts them during that activity or day.

My child thrives on knowing how well they did in a task. How will the teachers communicate this to them?

This can be done individually, as has always been the case as well as using a more whole-class approach. Teachers can show children good examples of work through the use of technology to display it up on the screens in class. They can also look at common errors and misconceptions and

ask the children to look back in their own work to find whether they had these or not. This is a far more important skill to learn than the teacher telling them. Pupils will also have the opportunity to self and peer assess their learning against success criteria.

What is success criteria?

Success criteria can be open or closed, it can be given to pupils for a piece of learning or co-constructed.

It enables pupils to understand what are the elements of for e.g. a piece of writing and how they can challenge themselves to improve their work even more.

Why is it important to define success criteria?

In the classroom, [establishing success criteria](#) can help pupils learn without weighing them down with an overwhelming process or too much information. Properly defined success criteria:

- Enhances focus
- Gives opportunities to improve understanding
- Allows pupils to identify their own achievements
- Increases awareness of where challenges lie

So what does the feedback look like?

Feedback could be verbal, written, coded as well, as typed or recorded through technology e.g. Google Classroom or Seesaw. We use **pink for think** and **good to be green** in both our verbal and written feedback. Pupils also use these colours and this ethos in their self and peer assessment.

What should I look for in my child's book then?

You will see **pink for think** and **good to be green** comments, highlights as well as any up - levelling your child has done in **purple**. Up-levelling is improving or adding to a child's learning. Look for their own corrections, look for something they get incorrect one day, they get right the next day. Older children should be able to tell you what they need to work on next because they will check some of their work for themselves and think about their own next steps within independent tasks.

Is this the same throughout the school?

No, it looks slightly different appropriate to the age of pupils/year groups, but it all builds on what has been happening in the year before and there is progression throughout the school. As books are used more, marking codes are introduced more.

What if I want to know more?

Please ask your child's teacher, Mrs Merfield (DHT) or Mrs Roach (Assistant Head/ALNCO) if you would like more information.

You can also find out more about the latest education evidence and the strategies that make a difference at <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>