

Weston Turville CE School

TO PURSUE WISDOM WITHIN A CHRISTIAN ETHOS

Feedback Policy

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Policy reviewed by:	Teaching Staff
Policy rewritten by:	Liz Hoodless
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Introduction

Feedback is a method of informing each child about the quality of the work they have produced. Teachers need to identify areas where the child has been successful as well as identifying development points. Feedback should increase independence, self-esteem and confidence, demonstrating that each child is valued as an individual and that teachers, non-teaching staff, parents and other children value each child's work, behaviour, attitudes and actions. At Weston Turville CE school we aim to create a positive and resilient learning environment in which children take pride in their work.

This policy aims to detail common practices and attitudes when responding to children and giving feedback. Effective learning takes place when learners understand what they are trying to achieve and why it is important. It is therefore important that pupils know the learning objective of the lesson (WALT – 'We Are Learning To') as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective. They also need to be aware of the steps to success to ensure they are clear about how they will achieve the WALT.

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.
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions so that the teacher can address them in subsequent lessons.

Key principles of our feedback policy

- The sole focus of feedback should be to further children's learning.
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson.
- Feedback is part of the school's wider assessment process which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning.

Within these principles we aim to make use of good practice approaches to ensure that children are provided with timely and purposeful feedback that furthers their learning and that teachers are able to gather feedback and assessment that enables them to adjust their teaching both within and across a sequence of lessons.

Feedback in practice

Feedback occurs at one of four 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. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

Feedback practices

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none">• Includes teacher gathering feedback from teaching within the course of the lesson e.g. mini whiteboards, work in books etc.• Takes place in lessons with small groups or individuals = LIVE MARKING• Often given verbally to pupils for immediate action• Teaching assistant to provide support or further challenge• Re-direct the focus of teaching or the task	<ul style="list-style-type: none">• Lesson observations/learning walks• Evidence of live marking in books
Summary	<ul style="list-style-type: none">• Takes place at the end of a lesson or activity• Often involves whole class• Provides opportunity for evaluation of learning in the lesson• May take form of self or peer assessment against steps to success	<ul style="list-style-type: none">• Lesson observations/learning walks• Evidence of self/peer assessment• Highlighting steps to success
Feedforward	<ul style="list-style-type: none">• For writing in particular, class feedback will be given outlining strengths and areas for development. Children will then identify their own strengths as well as identifying and improving their work through proof reading and editing.	<ul style="list-style-type: none">• Lesson observations/learning walks• Evidence of whole class feedback tasks being actioned by editing and redrafting of work in different colour pen.
Summative	<ul style="list-style-type: none">• Analysis of Big Write• End of unit term tests or quizzes	<ul style="list-style-type: none">• Quiz and test results• Big write analysis

Self-assessment and peer assessment

With the introduction of whole class feedback children will be regularly expected to self-assess their work using the features identified by the teacher on the feedback sheet (see appendix). Peer assessment can be used alongside self-assessment and time needs to be built into lessons to allow children to do this.

Reception class feedback

Reception children will be assessed through verbal feedback and the use of the Tapestry program to give an opportunity for dialogue with parents.

Pen Colours

- Highlighters can be used to identify achievements. Green highlights indicate a good example of the WALT being achieved or an exceptional sentence, use of vocabulary etc. Pink highlights indicate something the child needs to think about and action/improve. This is particularly useful in maths to highlight a calculation that needs to be looked at again.
- Adults are to mark in green and red is not to be used.
- Children will have editing pens of different colours to edit and improve their work.

Teachers are all individuals and will embrace the feedback policy in a variety of ways which will benefit the children and support them to make progress.

Whole Class Feedback

WALT:

Successes: what did we do really well?

The best pieces included:

How we could improve:

Spelling and Grammar check: