



Effective Feedback Policy

Aims:

This policy is designed to ensure that children make rapid and sustained progress in the short, medium and long-term. We aim to assess effectively, so that we identify next steps in learning, communicate these clearly to the children and plan activities to move learning forward. The purpose of feedback is primarily to facilitate and strengthen this process. Feedback of any sort should be given in a respectful and constructive manner and make children feel positive about their learning.

Rationale:

At Hasland Junior School, we recognise the importance of effective feedback, and we are committed to maximising its impact. We engage with recent research and current pedagogical thinking, including reports published by the Education Endowment Foundation, and we use them to inform our practice to improve outcomes for our children. Senior leaders at our school were aware of some of the cutting-edge work which was being done on verbal feedback. As a result of seeing this new approach working effectively at other schools, this system was successfully trialled in classes during the first half of the summer term of 2019 in English. Since this proved to be effective in helping children to progress more rapidly with their learning, it was rolled out to all classes towards the end of the summer term in English.

This policy sets out how we assess children's strengths and weaknesses every single day, and how we use that information effectively to maximise learning.

All Subjects

Frequency:

We expect teachers to actively read each child's work, in all subjects, during or after every lesson. By "actively", we mean using professional judgement and skills to identify areas of strength and weakness in the learning. Where children's work is not presented in written form, teachers will assess continuously, through observation and questioning.

Minimal Written Marking:

Our policy is based on direct verbal feedback and well-planned, responsive teaching and learning. Teachers are not expected to write any feedback in children's books. They can use professional judgement to make occasional short written comments, if they consider this to be the best means of communicating a message in specific circumstances, but extensive or regular written marking is discouraged at Hasland, because the time could be better spent giving the feedback more effectively and planning activities to accelerate their learning. Where work has been heavily supported, it will be marked with "s" or "s+". Children's work will be acknowledged and celebrated through the use of stamps and stickers in addition to the timely verbal feedback that they will receive.

Where work is below the standard expected for that child:

Teachers will identify children whose work is below the standard that you would expect for that child and find a time to work proactively with them to offer support/address the issue.

Where work is above the standard expected for that child:

Where work is identified as being above the standard that you would expect for that child, this should be celebrated. This might be through a positive comment in the child's book, sending a copy of the work home, displaying the work or using this as a good example within the class.

Live Feedback:

Teachers and teaching assistants are expected to give high-quality, immediate feedback to learners during lessons. This is most likely to be verbal, enabling children to improve their work on the spot. This live feedback will sometimes be to the whole class, sometimes to groups, and sometimes to individuals. To achieve maximum efficiency, feedback will often be given to all the pupils who might benefit from it at the same time, but this also has to be balanced with the need for flow in a lesson. Pupils will also be provided with answers to questions, for example in Maths, so that they can check their own work as they go along from question to question, or after completing a certain number of tasks. Learners are normally expected to fix any errors at that point, before moving on – with the support of teachers as necessary.

Peer Feedback:

Children are trained to give constructive feedback to each other, and this should always be offered in a positive and developmental manner. Peer feedback is a valuable reflective tool, but the main source of feedback will always be the teacher.

English

Feedback Grids (see appendix):

All teachers use a feedback grid during or after every English lesson, on which they record details of children's learning. The grid is broken down into the following areas:

- work to praise and share
- spelling and grammar
- targeted support for next lesson
- notes for next lesson

This document consists of notes and jottings, children's initials and perhaps abbreviations – it is a tool for the teacher, and does not need to be presented neatly or formally. Teaching assistants can also make effective use of these grids. In some cases, TAs will make notes separately which are then stuck or stapled on. Not every child will be identified by name on every grid after every lesson, because their needs may sometimes be addressed alongside those of others as common misconceptions or errors. However, leaders will monitor the extent to which all learners are benefiting individually from this approach.

Feedback for Foundation subjects, Maths, Science and RE will not be formally recorded but will follow similar principles.

Verbal Feedback at the start of the next lesson:

While actively reading all of the children's work from the previous session, teachers will have made notes on their feedback grid. One of the most important functions of this is to guide verbal feedback which will fix errors and build on successes. The expectation is that a feedback session of at least 5 minutes will normally be given to children at or before the start of the next lesson in English. In some cases, the whole of the next lesson will be based around the feedback.

There will always be good work to praise. Teachers may select one or more piece(s) or extract(s) to display, read out or simply mention. This should be done during a learning sequence, even if a task is not yet complete. Where appropriate, children should be encouraged to explain why this work has been selected as a good example.

It is very likely that the teacher will have identified some common errors or misconceptions. These should be addressed. Although these may not always be causing a problem for every single child, if a significant number of pupils are making the same mistake, it may well be appropriate to signal this to the whole class at the same time – those who are not making the error can have their good habits confirmed and reinforced, and they might be able to do the teaching and explaining, thereby developing higher-order thinking skills. If the errors or misconceptions are common to a smaller group, rather than the whole class, it might be more appropriate to draw those children together for some feedback while the others engage in a different activity.

The teacher should have skilfully planned some activities which then enable the children to:

- fix any misconceptions or errors they have previously made;
- edit and improve their own work after benefiting from the direct verbal feedback;
- practise or build on their successes from the previous lesson.

Activities responding to feedback will depend on the area of learning, the age and ability of the children. In many cases, they will include editing and improving children's own work, using the feedback as a focus. Meanwhile, the teacher (and/or teaching assistant) will circulate and provide specific verbal feedback to some individual children, to guide their next steps.

In reviewing children's work, and in the process of editing and improving, not every error should always be identified or fixed. For example, some spelling errors may remain on a finished piece of writing – this is because teachers use professional judgement to target and prioritise specific aspects of teaching and learning. Each piece of work – and therefore each cycle of feedback – is part of a much bigger, long-term developmental process.

Following up on Feedback – monitoring the impact:

We expect the impact of feedback to be evident in the children's work. Persistent errors should be swiftly identified and dealt with; where this proves impossible through Quality First Teaching, additional provision must be planned and delivered. It is the class teacher's responsibility to reflect on the impact of their own feedback, and regularly check from their feedback grids that issues identified earlier in the term have now been addressed. Subject leaders and senior leaders will

monitor this closely, and it will be an important focus of work scrutiny. Governors will oversee this policy and its implementation.

Policy created: June 2019

Date for review: November 2019

Date for next review: November 2021

Appendix: Feedback Grid

Date:	Lesson:
Whole Class Feedback	
Work to PRAISE and SHARE	Spelling and Grammar
Targeted Support Next Lesson	
Notes for Next Lesson	