Hill Farm

Effective Feedback Policy

Date effective	1st September 2024
Review Cycle	Two yearly
Review Date	1st September 2026
Author	Mrs C Harridence – Deputy Headteacher

Purpose

The purpose of this policy is to make explicit how the teaching team provide effective feedback and respond to pupil's work. As a school we recognise that feedback is an integral part of daily teacher assessment and that it can be delivered in a variety of ways. In response to research, we aim to carefully consider teacher workload so that feedback is only used to promote learning and is always meaningful, manageable and motivating. All members of staff are expected to be familiar with the policy and to apply it consistently across the curriculum.

Rationale

The Education Endowment Foundation research has shown that consistent and effective feedback and marking has a significant impact on raising achievement (by up to 8 months) when it is appropriately timed and focuses on moving learning forward.

As a staff team, we have agreed that marking and feedback should:

- Be meaningful, manageable and motivating;
- Impact on learning and progress;
- Be accessible for all children;
- Be consistent across the school;
- Create an effective dialogue between adult and pupil(s), which will aid progression;
- Value effort, celebrate success and give recognition for achievement;
- Provide clear scaffolded strategies for improvement;
- Encourage children to take responsibility for their own learning;
- Relate to the learning intention/success criteria which has been shared with the children;
- Involve all adults working with children in the classroom;
- Be given to individuals, small groups or a whole class.
- Allow time each morning for children to read, reflect and respond to marking;
- Inform future planning and teaching.

Laying the Foundations for Effective Feedback

At Hill Farm, we believe that feedback is most effective when it follows high quality teaching and instruction. Our Teaching and Learning policy, which aligns with our 6 principles of great teaching, highlights different ways in which we can assess our learners throughout the lesson.

When planning, teachers consider the children's prior learning and how future learning will build on this. For certain groups of learners, a pre-teach or quick-start to challenge or scaffold may be planned to

ensure the needs of every child are met. All these strategies are in response to teacher's continual assessment of each individual learner during and after every lesson.

Through our planning format, higher order questions are identified to enable teachers to assess the children's understanding in each lesson. In addition, further collective assessment for learning strategies are used throughout each lesson so that children can receive instant, personalised and impactful feedback.

Feedback Overview

At Hill Farm, feedback may take the form of:

1) ***Immediate feedbac****k* which is given within the lesson, allowing children to instantly make improvements and progress with their learning. This is also referred to as 'live marking'.

2) ***Delayed feedback*** which is given after the lesson in response to a combination of completed work and teacher assessment. This can take form of acknowledging the work or/and by writing a written comment that allows pupils to reflect and make improvements and progress with their learning.

3) Carefully planned and structured ***peer or self-assessment*** which is in addition to other feedback. This can take place once a week and should be scaffolded by the teacher to ensure it is purposeful and meaningful to all pupils.

A balanced combination of immediate feedback, delayed feedback, peer assessment and self-assessment should be evident each week across the curriculum.

1) Immediate Feedback

Type	What it looks like	Evidence
Immediate	• Regular AfL opportunities throughout using individual and collective assessment strategies; • Verbal dialogue/feedback to pupils for immediate action and improvements; • Collaborative working with TA to provide support or further challenge for groups of children; • Re-directing of the focus of teaching or the task; • Annotations or modelled examples to help scaffold learning and address misconceptions; • Use of ticks to identify accurate features; • Use of marking codes to identify areas for improvement; • Children editing and improving work with purple pen/pencil	• Lesson observations/ learning walks • Book looks - Evidence of scaffolds and models to address misconceptions - Evidence of editing and improving work in purple pen/pencil • Pupil voice

- Verbal feedback should always be phrased positively and celebrate success. For example, 'Wow, I really like your use of the powerful adjective vicious. Let's now have a look at…'

- It can be given on a whole class, group or individual basis. Where verbal feedback is given, this will be evidenced in pupils making corrections/editions to their work in purple pen/pencil.

- Where an additional adult has worked with a group, they are to give immediate feedback to these pupils and collaborate with class teacher to discuss pupil progress.

- If immediate feedback is evident in books (as outlined above) and the adult is confident they have achieved the learning intention in the lesson then no further feedback or acknowledgement is required.

2) Delayed Feedback

Type	What it looks like	Evidence

Delayed	• Pink ticks are used to recognise correct answers or features in relation to the learning intention.
	• Use of marking codes to identify areas for improvement
	• Pink written comments at the end of extended pieces writing that either:
	  • Deepens understanding;
	  • Ensures improvement through editing;
	  • Provides a scaffold to support learning;
	  • Reflects on prior learning (what the lesson has built on and what it is leading to)
	• Tick by the LI to demonstrate pupil has been successful in lesson.
	• May be verbal dialogue where a summary of reflections is shared in the next lesson.
	• May re-direct the learning for the following lessons.
		• Lesson observations/ learning walks
		• Book looks
		- Evidence of scaffolds and models to address misconceptions
		- Evidence of editing and improving work in purple pen/pencil
		- Written feedback that children have responded to
		• Pupil voice

- For all SEN pupils, delayed feedback must happen after each lesson to ensure appropriate support is provided and progress is maximised.

- Delayed feedback should be used for all pupils that teachers have been unable to give immediate feedback to within the lesson and for those pupils who you have identified as not confident with the learning within the lesson to assess progress towards the LI.

- Any written comments should be appropriate for the children's age and ability.

- If a written comment is not used, the LI must be ticked to show that he child has been successful within the lesson.

- When a written comment has been given, work should be reviewed and responded to by the pupil (during allocated morning time) before the next lesson so that it can impact on future learning.

- Staff must model high quality presentation in line with the school's presentation policy at all times. Comments should be grammatically correct and all spelling and punctuation must be accurate. Staff handwriting should align with the expectations of the year group identified in school's handwriting policy.

- Where an additional adult has worked with a group, they are to give delayed feedback to these pupils and collaborate with class teacher to discuss pupil progress.

3) Peer Assessment and Self-Assessment

Peer Assessment

Children are encouraged to support each other and share feedback on learning and achievement. They should be given the opportunity to act as response partners and pair mark work. It is crucial that children should be carefully trained to do this and ground rules set and displayed.

Children should first point out things they like then suggest ways to improve the piece but only against the learning intention or success criteria. This should always be modelled for the children.

Feedback comments from peers (and staff) should follow this model (taken from Austin's Butterfly):

1) **Be kind (but honest):** All comments should focus entirely on the work. No personal comments. The comments can be challenging but the child should feel that the feedback is work orientated and happy to receive it.
2) **Be specific (be precise):** Refined and precise dialogue with detailed explanations on positives and steps to improve. Comments should explain exactly what needs to be worked on which the child can take away and use. If the comments don't benefit the work, the learning, the learners or the class, don't share it.
3) **Be helpful (so that):** Comments should explain why the feedback should be acted on. It is helpful to add a 'so that' on to whatever is being suggested, e.g. 'You could begin the first sentence with an adverb so that it makes more impact and your sentences are more varied'.

Self-Assessment

Children should be regularly asked to assess their own learning in order to identify how they feel they have progressed with regards to the lesson's learning intention/success criteria. These responses should be shared verbally at the end of most lessons, asking children to articulate what they have learnt, what that builds on and what it is leading to.

This may also be done using a success criteria to guide them. Children may indicate within their work where they have met the success criteria by underlining or circling in crayon. Children may be asked to reflect on their work and write a written comment.

Use of Codes and Ticks

All codes, ticks and written comments should be in pink pen.

- Ticks should be used to acknowledge accurate answers and features in all subjects. Double and triple ticks can be used to recognise exceptional features of children's work. (E.g. ✓, ✓✓, ✓✓✓)

- Codes should be used in the margin or at the end of the piece of work to enable children to go back and edit where they have made mistakes. The children will be taught to recognise these codes and how to respond to them in purple pen/pencil during dedicated time each morning.

C	Correction
W	Show your workings
S	Supported by an adult
Sp	Spelling mistake
P	Punctuation error (unscaffolded)
A . , ? ! – ( ) " " ' ; ;	Missing piece of punctuation (scaffolded)
FS	Finger spaces
LF	Letter formation
V	Improve vocabulary
MS	Make sense
^	Missing word

Subject Specific Expectations

Reading	RE, PSHE, MFL
• Use of whole-class and individual immediate feedback to address misconceptions and give positive praise • Immediate feedback should be evidenced by pupils making editions/correction in purple. • Correct answers should be ticked • Errors should be identified by either underlining or circling. • Self/Peer assessment can be used once a week. • Delayed marking should be used for pupils who you have identified in the lesson or those that did not receive immediate feedback. • LI should be ticked in delayed feedback to demonstrate pupil has been successful within the lesson where a comment is not written.	• Floor books will be used to present work. • Individual and whole class immediate feedback to be used to address misconceptions and give positive praise. • Self/Peer assessment can be used. Correct answers should be ticked during immediate/ delayed feedback.
English	**Maths, Science and Theme**
Grammar lessons: • Use of whole-class and individual immediate feedback to address misconceptions and give positive praise • Immediate feedback should be evidenced by pupils making editions/correction in purple. • Correct answers should be ticked.	• Use of whole-class and individual immediate feedback to address misconceptions and give positive praise • Immediate feedback should be evidenced by pupils making editions/correction in purple Codes should be used in margin. • Correct answers should be ticked.

• Errors should be identified by either underlining or circling. • Codes should be used in the margin. • Delayed marking should be used for pupils who you have identified in the lesson or those that did not receive immediate feedback. • LI should be ticked in delayed feedback to demonstrate pupil has been successful within the lesson where a comment is not written. • All SEN pupils should receive delayed feedback • Self/peer assessment can be used once a week. • Any written feedback should be subject specific. ***Extended written outcomes**:* • All pupils must receive delayed feedback from teacher with a written comment asking pupils to improve that piece of work. • Children must respond in purple pen/pencil. • Children's responses must be checked by teacher.	• Errors should be identified by either underlining or circling. • Delayed marking should be used for pupils who you have identified in the lesson or those that did not receive immediate feedback. • LI should be ticked in delayed feedback to demonstrate pupil has been successful within the lesson where a comment is not written. • All SEN pupils should receive delayed feedback • Self/peer assessment can be used once a week. • Any written feedback should be subject specific. ***Extended written outcomes**:* • All pupils must receive delayed feedback from teacher with a written comment asking pupils to improve that piece of work (can be a label but must be appropriate to child's work). • Children must respond in purple pen/pencil. • Children's responses must be checked by teacher.

Monitoring and Evaluation

This policy will be monitored through regular consultation with staff and bi-annual reviews.

Books from all subjects will be monitored at least once a half-term against the guidelines set out in this policy. Feedback will be provided to teachers identifying strengths, good practice and where appropriate, next steps for further improvement.

If necessary, feedback will also highlight any aspect of the policy which is not being adhered to. In these cases, books will be monitored within 10 days to check that appropriate corrective action has been taken.

Where appropriate, good practice and areas for development will be recorded in a summary document for all staff to consider and discuss.

Senior Member of Staff Responsible:	Dawn Wilson (Headteacher)
Designated Member of Staff:	SLT
Governor Responsible:	Ruth Winters

Original Policy: July 2021

Feedback Non-negotiables Overview

Immediate Feedback/ Live Marking

- Immediate verbal feedback is given in all lessons. This can be given to individual pupils, small groups and/or whole class.

- This will be evidenced through children making editions/corrections to their work in purple pen/pencil.

- During immediate feedback, teachers can use ticks and codes to help direct pupils to strengths and areas for improvement in their work.

- All adults working with children should give immediate feedback.

- If a child has received immediate feedback in the lesson and the teacher is happy that they have achieved the learning intention then this book does not require any further marking.

Delayed Feedback

- For pupils who have not received immediate feedback in a lesson, they must receive delayed feedback after the lesson so that teachers can assess the learning within the lesson

- For pupils identified by class teacher in lesson who are struggling with the learning must receive delayed feedback to assess progress.

- All SEN pupils must receive delayed feedback to ensure appropriate support is given and progress is maximized.

- Use of ticks to be used to acknowledge successes and codes to direct to editions/corrections.

- If no written comment is used, then teacher must tick the LI to highlight to pupils they have been successful in the lesson.

- Use of positive praise (stickers, stampers, comments) may be used at teacher discretion.

- All extended pieces of writing in English, Theme and Science should receive delayed feedback with a written comment where pupils need to respond.

- Delayed feedback in Theme and Science can be on a label, however these MUST be relevant to each pupil and their work.

Self/Peer Assessment

- Self or peer assessment may be used once a week in each subject in conjunction with either immediate or delayed feedback.

- Children must be trained and scaffolded so that this is purposeful and meaningful for all pupils.

Example

A balanced combination of all types of feedback should be evidenced in books.
For example:

2 x immediate feedback with pupil corrections,
1 x delayed feedback with a written comment for extended piece of writing
1 x peer or self/assessment