

# Feedback Policy

## Purpose of the policy

At Thorns Primary School, our Feedback Policy is written in conjunction with the Assessment Policy. This Feedback Policy is underpinned by the evidence of best practice from the Education Endowment Foundation, OFSTED clarification September 2018 and the Assessment Commission. This suggests that effective feedback should enable the following:

- Redirection or refocussing 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 this it is meaningful.
- Provide specific guidance on how to improve and not just tell students when they are wrong.

## Key Principles

Our feedback policy has the following core principles:

- The sole purpose of feedback is to further a child's learning.
- Feedback delivered closest to the point of action is most effective and therefore more effective if part of the lesson.
- Written feedback should only be used where it is accessible to the children and appropriate, according to age and ability.
- Feedback takes many forms\* other than written comments and is part of a wider assessment process in the classroom; this aims to provide the children with an appropriate level of challenge in lessons, allowing them to make good progress.
- All children's work should be reviewed by the teacher at the earliest appropriate opportunity so that it can impact on future learning. When work is reviewed, it should be acknowledged in books.

## What about the evidence?

Previous policies have relied on the need to evidence feedback and have been heavily dominated by written feedback or 'marking' as the only evidence that feedback is occurring. OFSTED (September 2018) has reported in respect of number of areas including expectations regarding children's work that, 'it does not expect to see any specific frequency, type or volume of marking.' It also recognises that, in order for feedback to be effective, different subjects and different age groups may need to use different strategies

## Feedback Policy

for feedback. OFSTED also states that no written evidence is required to show that verbal feedback has occurred.

### \*So where will feedback be seen?

In order to provide clarity about what we expect at Thorns Primary School, feedback may be seen in the following ways:

1. Immediate feedback- at the point of teaching.
2. Summary feedback- at the end of a lesson/ task or at the beginning of a lesson if work is continuing.
3. Review feedback- away from the point of teaching- including written comments.

| Type      | What this looks like  | Evidence (for observers)   |
|-----------|---|--|
| Immediate | <p>Often given verbally to children for immediate action.</p> <p>Takes place in the lesson with individuals or small groups but may be whole class.</p> <p>May redirect the focus of the teaching or the task.</p> <p>Includes teacher gathering feedback from what is said or recorded during the lesson.</p> <p>Questioning by the teacher to help support children's responses which may be rephrased to illicit understanding</p> <p>May involve the teaching assistant to provide further support or challenge.</p> <p>May include highlighting or annotations</p> | <p>Lesson observations/ learning walks</p> <p>Book trawl: Some evidence of annotations or comment</p> <p>Book trawl: improvement evident in books either through editing or further working.</p>   |
| Summary   | <p>Often given verbally.</p> <p>Takes place at the end of a lesson or activity.</p> <p>Often involves whole class or large groups.</p> <p>Provides an opportunity for evaluation of learning in the lesson.</p> <p>May take the form of self- assessment or peer-assessment against an agreed set of criteria.</p> <p>In some cases, it may guide a teacher's further use of review feedback, focusing on areas of need.</p>  | <p>Lesson observations/ learning walks: lesson content may reflect what needs improvement or reviewed in children's work; some evidence of self and peer assessment</p> <p>Book trawl: Maybe reflected in written feedback comment, where appropriate; some written evidence of self or peer assessment.</p> |

# Feedback Policy



|               |   |  |
|---------------|---|--|
| <p>Review</p> | <p>Takes place away from the point of teaching<br/>         Can be given verbally to large group or whole class at the beginning of a lesson for immediate action.<br/>         May involve written comments/ annotations for children to read/ respond to.<br/>         Provides teachers with opportunities for assessment of understanding<br/>         Leads to adaption of future lessons through planning, grouping or adaption of tasks.<br/>         May lead to targets being set for children's future attention or immediate action.</p> | <p><b>Lesson observations/ learning walks:</b> Adaption of subsequent lesson to include focus for feedback. Children grouped for most effective support.<br/> <b>Book trawls:</b> acknowledgement that work has been reviewed; written comments and appropriate responses or action<br/> <b>Child interviews:</b> Flexible groupings discussed, additional support for misconceptions,</p> |
|---------------|---|--|

## What practical resources and strategies do we use?

- Self -assessment boxes for children to sort work against success criteria.
- Teacher record feedback sheet (see appendix) to note what further support or challenge is needed.
- Any written comment will be written in lime green by all staff

## How is work acknowledged in a written form?

Where appropriate, a comment regarding effort or achievement may be seen.

Ticked worked in maths is an acknowledgement that work is correct. In all other subjects, it is acknowledgement that the has been read and assessed.

Work that has been produced to a high level or great effort may be sent to the Headteacher for additional praise. The Headteacher regularly views work from the children, as a matter of course, through the means of a 'purple spot' marking the point at which the child should take their book. Improvements or future targets may be commented upon.