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MULTI-ACADEMY TRUST



Caldecote Church of England Academy

Policy name: Feedback

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Caldecote Church of England Academy Feedback Policy



Introduction and aims

This Feedback policy is underpinned by research which suggests that providing feedback is one of the most effective and cost-effective ways of improving children's learning. The studies of feedback reviewed in the Teaching and Learning Toolkit, produced by the EEF, Sutton Trust and Durham University, found that on average the provision of high-quality feedback led to an improvement of six additional months' progress over the course of a year (EEF 2021). Our aim at Caldecote CE Academy is to provide effective feedback in a variety of ways, making it useful for the children by feeding forward, feeding up and feeding back and driving progress. At Caldecote, we are determined to support the restoration of adults' work – life balance and believe that written feedback for feedback's sake, is not always the best use of teacher time.

Principles of Effective Feedback

- To deepen learning enable children to make good progress
- To be rapid and immediate within lessons wherever possible.
- To employ a range of strategies that include live marking, self-assessment, peer-assessment as well as teacher assessment. This is to ensure feedback is always effective in developing children's learning
- Written feedback allows children to receive detailed, personalised feedback which includes a strength and target/s for further development. In addition to this, written feedback is employed when necessary and meaningful, as part of live marking during learning.
- Teachers regularly look at children's books to help 'feedforward' and plan effectively for lessons.
- Time is built in to develop child reflection through effective use of self and peer assessment.
- It is acceptable that some work will be unmarked as children regularly receive a wide range of different types of feedback in addition to traditional marked work.
- Immediate feedback within a lesson, is often more appropriate and enables the child to progress within each lesson.
- Feedback must be meaningful and manageable, or it becomes time wasting for the children and the adults.
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Types of Feedback

Live marking

- Immediate marking of the work by the teacher. Children act immediately on this during in-class feedback.
- Teacher giving verbal feedback during lessons to small group, whole class or individuals. Children act upon this feedback.
- Consistent high-quality learning dialogue between teacher and child during the lesson. Children act upon this feedback in red pen.
- The teacher highlights misconceptions / incorrect work whilst circulating in class. Children act upon this feedback in red pen.
- Adult will work with a selection of children during this lesson, giving more in depth feedback to the group than others. All children must have an opportunity to be part of a live marking group over a two week period.

Self-assessment – (SA)

- A supportive classroom environment is required, where pupils are confident to read their work out in class and receive praise and feedback in front of their peers and mistakes are used as learning tools.
- The teacher may on occasion, provide children with the answers to mark their own work. This helps their self-reflection, as it is instant feedback allowing them to consider if they understood the concept or not. (For example, giving children a solved number sentence in maths and then children working through to check their understanding of a number operation.)
- Children use success criteria and then improve their piece of work in red pen. When reflecting on the success criteria, children should indicate in red pen, using a tick, where they believe they have achieved an area of the success criteria.

- Provide children with a list of errors typical of those made by the group. Share and ask children to pick out what needs to develop and then re-draft correctly.

Peer assessment – (PA)

- Use the three-person groupings with a success criteria. The person in the middle has their work available for the group to see and is the only person to edit their work on paper. The other two people in the group read the work and make suggestions for improvements.
- Sharing good examples of children's work at appropriate points in the lesson to allow children to reflect on their own work and share ideas for improvement.
- Photocopy examples of work, children to peer assess on the photocopied examples, then use what they have learnt from this activity to go back and improve their own piece of work.
- Giving a pair of children a success criteria and they check each other's work for evidence of the criteria.

Adult marking

- Adult use codes to provide feedback on areas which need to be addressed next lesson.
- Adults mark achievements in green and areas for development in pink. When a development area has been actioned, i.e. a code, question, comment or 'next time...', this should be ticked off.
- Use of written feedback on selected work for children to act on. A positive comment should be made which explicitly relates to the learning question and a 'next time...' comment to drive further progress. Where this is seen in the following piece(s) of work, it should be double ticked to acknowledge that the child has acted upon it.
- Books are reviewed between lessons and differentiated feedback offered through whole class feedback, post it notes, stuck box or other way of recording that further support is needed.

Key Points for adults to consider

- Keep feedback focused. If work is handed back to children and tell them to improve it all, then the response will not be successful as the children have no set idea on what they need to improve. They need specific support to focus in upon specific improvements to their work.
- Model and scaffold. Models of work, with specific strengths or weaknesses, are effective in increasing children's understanding. Seeing an outstanding exemplar gives children a high standard to reach for with their own work.
- Reviewing different levels of work, for example by putting them in order, enables the children to develop their own ideas about the success criteria and what makes a piece of work effective.

Marking work:

In the margin:	
sp	Spelling error to correct on that line. The word for correction could be underlined. (pick out spelling errors appropriate to age and level, i.e. year 1 common exception words and subject specific language)
p	A punctuation error has been made. The site of the error could be circled.
g	A grammar error has been made. The site of the error could be circled.
//	A new paragraph should be used here.
v	A word is missing here.
✓✓	Effective use of a word or phrase, or 'next time' target has been demonstrate.
Next time.....	Give the child something specific to work on in their next piece of work.

Leadership and Quality Assurance

As part of the ongoing drive for improvement, selections of books will be brought to staff meetings, to highlight the importance of presentation to the children. During this time, feedback will be looked at.

Any work that is not in line in with the Feedback policy must be addressed immediately with clear support, deadlines and expectations given for when this will need to be addressed.

If this is not addressed or improvements are not seen, a plan will be put into place to support the member of staff. Pupil conferencing will take place termly and their books will be looked at with them, in order to gain an understanding of their views on effective feedback.