Gorse Hall Primary School

Feedback Policy

Introduction

Our policy is underpinned by these crucial and current elements:

1. Evidence from teachers and support staff about 'what works'
2. Evidence from the respected sources such as the Education Endowment Foundation, and the work of Shirley Clarke and John Hattie.
3. Recommendations from the Marking Policy Review Group (March 2016) on reducing teacher workload
4. A '*Growth Mindset*' culture where mistakes are seen as an essential and valuable part of the learning process.

Core Principles

- The purpose of feedback is to further children's learning
- It is an integral part of the learning process and time must be given to it
- It provides key assessment information to inform planning
- The impact of feedback diminishes over time – therefore feedback within a lesson is more effective than comments provided at a later date
- Any written marking must be meaningful, manageable and motivating
- Feedback should empower pupils to correct/improve their own work (rather than the adult doing it for them)
- Staff should be free to select the most suitable form of feedback that takes into account: the subject content; age and experience of learners; context of the learning
- It is important to note here that evidence of feedback is incidental to the process; **we do not provide additional evidence for external verification.**

Staff Guidance

- Feedback should only focus on the learning which has been undertaken in the lesson (misconceptions and challenge activities can be addressed in subsequent sessions)
- Every piece of work requires some form of feedback (immediate verbal feedback is the most powerful)
- Pupils should identify whether the work has been done I – independently, P – with a peer, S – support, G – guided
- No work needs intialling or dating. No use of WWW or EBI.
- Supply teachers must stamp work with 'Marked by Supply'.

Teacher verbal feedback

- Should be the primary source of feedback
- Should directly link to the WALT and be positive as well as constructive
- Should recognise effort as well as achievement

Self assessment

- *Green Pen and identified with Self*
- Distinguish between proof reading (finding spelling and grammatical errors) and editing (changing words and phrases for effect)
- Children should proof-read their own work as a matter of routine, before an adult or partner looks at it
- Children should be trained to edit their work, making improvements in the lesson. This can then be done with a partner as well, if appropriate.
- In other areas of the curriculum, they may check their answers with a partner, use an answer sheet, a calculator, or be given verbal answers.

Peer assessment

- *Green Pen and identified with Peer*
- Should be focused on the WALT
- Children should be slowly trained to do following clear guidance from the teacher
- Expect greater precision as children do this more / get older
- In other areas of the curriculum, they may check answers with a partner, use an answer sheet, a calculator, or be given verbal answers.

Teacher written feedback

- Red pen (in line with handwriting policy)
- Should be simple, legible and easily understood
- Should be specific, meaningful and clearly linked to the WALT
- Most effective when given with the learner present
- May be written as a modelled example
- The learner shows evidence of improvement following written feedback
- Mistakes are identified by a dot at the start of the line/sentence where the mistake is, rather than the specific mistake (teacher judgement must be used)
- Can include motivational stickers/stamps (use sparingly for impact)
- *(NB: Too much teacher marking suggests an over dependency on the teacher)*

Core Practice

Feedback in a school setting generally fits into 3 timescales, in order of decreasing importance:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

Type	What it looks like	Evidence
Immediate	• Teacher gathers feedback from teaching, e.g. mini-whiteboards, questioning • Takes place in the lesson • Usually given verbally • May involve further modelling and looking at other pupils' work • Can be given to individuals, groups or whole class • Requires immediate action by the learner	• Lesson observation / Learning walks • There may be evidence of written feedback • Improvements evident in books through editing or further working • Progress evident over time • Child chats
Summary	• Takes place at the end of the lesson / activity • Involves whole groups or classes • May involve self or peer assessment against set criteria • Guides future plans / actions	• Lesson observations / learning walks • Books show subsequent work is accurately matched to pupils' needs • Self and peer assessment grids • Child chats
Review	• Takes place after the lesson / away from point of teaching • May involve written comments / annotations for pupils to respond to • Guides future plans including amendments to the teaching sequence • Leads to individual or group actions possibly including specific targets for improvement	• Verbal or written comments which lead to improvements • Pupil response in books in green pen indicate action following feedback • Child chats

Appendix 'A': General Information / Strategies (to be added to during the implementation process)

Difference between mistake and error?

Need to make explicit to parents

Need to make explicit to pupils