



High Hesket CE Primary School

Feedback Policy

“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops’ of feedback.”

Professor John Hattie (Influences on Student Learning)

Education research provides conclusive evidence that the quality of feedback in learning plays a pivotal role in ensuring pupils make good progress and learn well. However, feedback in itself is not enough to trigger modifications in learning unless it is actionable, specific and given in a helpful way. The recent work of Ron Berger, John Hattie and Carol Dweck identifies that creating a school wide culture of giving, receiving and acting upon feedback promotes resilience, builds confidence and enables pupils to develop a “growth mind-set”.

Feedback is an integral part of our teaching and learning cycle. We aim to provide a system of feedback and marking that is consistent and continuous across our school. Feedback will be used to inform planning, be diagnostic and enhance children’s learning by providing guidance on how work can be improved. We aim, whenever possible, to feed back positively in order to enhance self-esteem and confidence. We also aim to allow for self-assessment in order to let children involve themselves in the feedback process. Feedback will also be used to inform parents of their child’s next steps in learning.

In providing feedback at High Hesket CE Primary School it is our intent to:

- Provide high quality instruction to ensure children have a clear understanding of what and how they are learning.
- Give feedback to children and inform them of their achievements and next steps in learning
- Show children that their work is valued
- Demonstrate appreciation for the children’s effort
- Inform future planning and learning
- Provide opportunities for children to use feedback meaningfully
- Evaluate and assess children’s learning
- Develop children’s awareness of how to self-regulate and manage their own learning process.

Implementation process:

In order for effective feedback to occur, teachers provide high quality instruction. This is underpinned by our curriculum framework and encompasses our ‘connect, stretch, transfer’ approach to teaching and learning. Teachers plan for children to connect to how they learn, to stretch their capacity to learn and to transfer their learning to new contexts, both in school and beyond. This is a process that we apply to all of our curriculum.

A crucial element of every lesson is the child's understanding of the learning intention and success criteria. This might be shared explicitly at the beginning of the lesson, generated with the children through a hook type activity or clarified as the lesson unfolds. It is, however, always very clear. This allows exploration of success criteria which can be provided by the teacher, generated with children or a combination of both. This ensures the children have a clear understanding of how to achieve the learning intention. Learning behaviours to be used explicitly are also introduced alongside these. Opportunities for self-regulation are then possible and can be brought into discussion feedback. Teachers may use some the approaches used below:

- **Strengths and weaknesses discussion:** share with pupils anonymised examples of other children's work, without informing them which you think is high or low quality; discuss the strengths and weaknesses of the work and use this discussion to construct a rubric for successful work in that area.
- **Model work:** share excellent examples of previous pupils' work; discuss with the class what makes this work high quality. You may wish to focus on particular elements of the model answers.
- **'What not to write':** discuss with the class a list of 'what not to write'. This could follow a presentation to the class of an incorrect pupil response to a task; these are sometimes referred to as 'non-examples'.
- **Design questions:** this could be a strategy for KS2–5 pupils where, closely guided by the teacher, they design a question (and accompanying answer) for a topic they are learning.
- **'Choose-Swap-Choose':** a strategy where a teacher asks pupils to do the same thing multiple times, before working with a partner to identify which attempt was most successful. For instance, in KS1 a teacher may ask pupils to write the letter 'd' ten times. Each student could then circle which is their best attempt before swapping with a partner and discussing whether they agree with their choice. This provides an opportunity to discuss the quality of work and this technique could be used across subjects and phases.

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2021*

Evidence of learning

Teachers deploy a range of approaches to identify learning in progress and ensure children achieve learning intentions set out. Strategies may include:

- **Effective questioning** – to address misconceptions, to gauge understanding, to identify knowledge retrieval, to identify methods and thought processes and to enable opportunities for self-regulation.
- **Student response** – think-pair-share, think-pounce-bounce, use of mini whiteboards, quick quizzes, vocabulary boards, use of vocabulary, concept maps.
- **Task design** – teachers consider the stage of the learning process when designing lessons – be this within the connect, stretch or transfer phase. Teachers design 'tasks with feedback in mind' so that the tasks provide evidence to the teacher on what a pupil is thinking.

Providing feedback

Feedback can be verbal or written. This must be meaningful, manageable and motivating. With this in mind, we consider the task, pupil and the class.

The task

Teachers consider – is feedback necessary? Which form of feedback is most appropriate? When is feedback best provided?

The pupil

Teachers consider – the nature of feedback and the timing of this based on their knowledge of individual children. They identify appropriate methods to compliment the task itself and the learning process taking place. Teachers carefully consider the needs of all individuals, including any IEPs or EHCPs which may need further consideration.

The class

Teachers consider – the breadth of misconception within the class, the timing of the feedback – should this be immediate or later in the lesson?

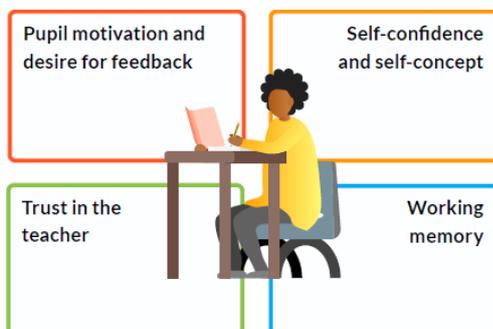
The nature of feedback

Teachers may focus on:

- A skill within a specific task
- Skills or knowledge over time
- Self-regulation

Engaging children in the feedback process

We acknowledge that children will approach learning in different lessons, in different ways, at different times. There are many factors which can affect this:



Our approach to our curriculum and feedback encourages teachers to explore spacing of tasks, interleaving and awareness of cognitive load. Teachers plan for learning, taking account of progress and feedback and knowledge of individuals in their class. Teachers discuss the purposes and nature of feedback, modelling how it can be used to move learning forward. Following feedback teachers may provide opportunities for children to respond to it. Suggestions

for this include:

- **Detective activities.** As explained by William: 'The most important thing is to make the way students respond to feedback a direct task, rather than just presenting feedback. So, the way I describe it is to make feedback into detective work. For example, rather than saying to students, "if you swap these two paragraphs around the story would be better", you would say, "I think it would be better if two of these paragraphs were reversed. Find out which two you think I'm talking about."⁷² A teacher may also put dots in the margin where there may be errors and ask pupils to find and correct them (which could be further scaffolded for some students if they replace the dot with codes which identify the type of correction needed, such as 'e' for 'include more evidence'). Another example, which could be more useful for maths or science teachers, is informing pupils that a certain number of their responses are correct but not informing them which ones; they then need to figure this out for themselves.⁷³ These 'detective' activities require careful planning to ensure that they are tailored to pupils' level of understanding.
- **Class discussion of feedback.** Providing opportunities for the class to collectively discuss the feedback provided may improve pupil use of feedback and their subsequent attainment.⁷⁴ Teachers could, therefore, use a class discussion to explore, explain, and clarify feedback before pupils use it in their next activity.
- **'Three questions'.** In this strategy, a teacher poses three focused questions at the end of a written piece of work. The pupils then respond to these.⁷⁵ Teachers should ensure that questions are meaningful and focused and they will be different for different students.
- **Correcting errors and editing work.** Teachers may ask pupils to make specific corrections and edits to previous work. A checklist of common errors, with appropriate modelling of use by the teacher, may helpfully steer this approach.
- **Completing similar problems with feedback in mind.** This technique is very compatible with practical subjects such as PE, music, and art where pupils can instantly repeat performances but it can also be used across the curriculum. A maths teacher, for instance, could set a pupil another problem which requires them to use the feedback provided.⁷⁷

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What does feedback look like?

Teachers or other staff may provide verbal or written feedback, in addition to children self-marking work for immediate feedback. Decisions about whether feedback could be verbal or written will be based on the task, the pupil and the class.

Verbal feedback

This may be provided by a teacher, a teaching assistant, the child themselves or a peer. Verbal feedback can be whole class, group or individual. Decisions about when and how to provide this are based on the task, the pupil and the class. Verbal feedback could be used to explore, explain or clarify learning, skills or concepts, before the next opportunity.

Written feedback

Written comments must be meaningful and manageable and are not used in every lesson. Methods may include written comments, ticks and use of the agreed marking code. Decisions about when and how to provide this are based on the task, the pupil and the class. Written feedback could be used to explore, explain or clarify learning, skills or concepts, before the next opportunity. Teachers may provide opportunity for children to respond to written feedback in their books or verbally.

Impact

There will be a cycle of curriculum studies used to explore the impact of our teaching and learning process. Each curriculum team has an identified term to plan for a focus week. Within this, subject leaders monitor and evaluate the teaching and learning of their subject through discussions with pupils, book looks, discussions with staff and lesson drop ins where appropriate. This allows opportunity to explore the feedback process and refine it as necessary.

High Hesket CE Primary School agreed marking code:

- If not verbally, in green pen to provide contrast to the children's own writing tools.
- In a neat and legible manner.
- Using ticks to identify correct answers and a dot to identify incorrect answers.
- When possible, alongside the child to ensure they understand the comments and targets set
- Using 'one/two stars' and where needed, 'a wish' to comment whenever appropriate. In English a deep mark, with two stars and a wish will take place at the end of each written unit. In Science a deep mark, with two stars and a wish will take place for the two investigations which are completed in the investigation book each academic year.
- Handwriting pens will be used in handwriting lessons and for published pieces of written work, when the children are ready. The general use of handwriting pens in Key Stage 2 will be used as soon as the children can write fluently and legibly with joined up handwriting. The majority of children should be using pen regularly by the end of Key Stage 2.
- Teachers will model joined up handwriting whenever appropriate.
- Spelling errors underlined (not to be used for every spelling).
- A circle to be used for any missing punctuation or capital letters.
- Two vertical lines to be used to show where a new line is needed. //
- No stamps to be used for verbal feedback, peer marking etc.

Expectations for title/learning intention/success criteria:

- Children write a short title as a short overview of main learning. Not a can I... question. E.g. Adding 10, Fractions, Conjunctions, Story Planning
- Teacher will share a learning intention. This could be written or verbal. Could be at the start of the lesson but where appropriate, at other point(s) of the lesson.
- Where appropriate, success criteria may be shared/generated.