



LUNSFORD PRIMARY SCHOOL

Feedback Policy

At Lunsford, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We believe that every child should be provided with constructive feedback so that they clearly understand where they are achieving success and understand what they have to do next in order to improve and develop their learning further. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should: □ redirect or refocus 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 that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's 2016 research into teacher workload (See appendix 1) has highlighted written marking as a key contributing factor to workload. Our aim to provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful**, **manageable** and **motivating**. We have also taken note of the 2016 advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) (See appendix 2) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core a number of principles:

- It is a whole school policy
- Children's achievements – academic and personal, within and outside the school – are celebrated
- The main focus of feedback and marking should be to further children's learning;
- Written comments should only be used where they are accessible to students according to age and ability;
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- Feedback should be carried out by all members of staff working with the children in the classroom
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

Feedback and marking in practice

As a school we have adopted the EEF's Teacher Feedback to Improve Pupil Learning Summary of Recommendations which is added at the end of the policy. It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Feedback occurs at one of three common stages in the learning process:

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

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback and 'live' marking.

Feedback strategies used at Lunsford

1. Immediate feedback / live marking

- Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.
- Takes place in lessons with individuals or small groups
- Often given verbally to pupils for immediate action
- May provide support or further challenge
- May re-direct the focus of teaching or the task
- May include highlighting/annotations / ticks

2. Summary feedback

- Takes place at the end of a lesson or activity involving whole groups or classes
- Provides an opportunity for evaluation of learning in the lesson
- May take form of self or peer assessment which may include use of WWW (what went well) and EBI (even better if)

3. Review feedback

- Takes place away from the point of teaching
- Involves LO/ StS being highlighted
- May involve written comments/annotations for pupils to read / respond to using purple pen
- Provides teachers with opportunities for assessment of understanding
- Leads to adaptation of future lessons through planning, grouping or adaptation of tasks
- Time must be given for children to respond to review feedback

Marking Approaches

All work will be acknowledged in some form by a member of staff.

All work in books should have a learning objective and steps to success. These should then be highlighted green if they have been achieved or pink if not achieved (blank if not attempted)

Green highlighter / pens are used to highlight / celebrate / comment on what a child has done well.

Pink highlighter / pens are used to highlight / comment on what a child could do to improve.

Purple pens are used by children to 'polish', improve and edit their work or in response to feedback.

Children should be encouraged to take responsibility for checking, editing and proof-reading spelling within writing across the curriculum using resources such as word banks, working walls and dictionaries.

KS1/ KS2 expectations for English and Maths are found in the inside cover of the pupil's books.

