Holtsmere End Infant and Nursery School

Feedback Policy

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Signed:

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Introduction

Feedback is an integral and important part of teaching and learning; we know this from many studies and extensive research. At Holtsmere End Infant and Nursery School, our aim is to create a culture of rich and effective feedback between teachers and pupils in order to support great learning using those approaches which research and evidence suggest are the most useful.

Ultimately, feedback should be of most benefit to the learner and is a key part of what Dylan William terms ***'Responsive Teaching'***.

This policy also recognises the significant time that written feedback can take and therefore seeks to make the most effective use of teacher and support staff time. In order to do this, it incorporates the findings of the Independent Teacher Workload Review Group.

Our policy is underpinned by some of the findings from the EEF (Education Endowment Foundation) Marking Review in 2016 as follows:

- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
- Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comments.
- The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress.
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.
- Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better.

Key Principles

Feedback should:

- Be an integral part of the process of 'responsive teaching' which is evident in all lessons.
- Be a two way process: teachers will learn and be able to adapt their instruction from the feedback they receive from children within lessons; children will be able to learn from effective feedback they receive.
- Take place at the earliest opportunity to have the greatest impact on learning.

- Primarily be a verbal process that takes place between teachers and children.
- Include written comments (marking) on occasions where it is appropriate.
- Be given where there is time an opportunity for children to respond to the feedback they have received.
- Look different in different year groups across school and be 'age-appropriate'. Be based on a thorough understanding of individual children and their learning. Although this policy aims to reduce the amount of written comments made, we still expect that teachers spend time reading children's work regularly and carefully in order to know them 'inside out'.

3. Providing feedback to children

Effective feedback takes place as close to the point of teaching and learning as possible. Timing of feedback can be categorised into the following three stages:

1. ***Immediate feedback***. This takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.

2. ***Summary feedback***. This may take place at the end of a lesson or shortly after, often as part of the plenary. It may involve some form of self/peer assessment.

3. ***Distance feedback***. This takes place away from the lesson and provides feedback to the teacher about how well children have understood concepts or applied the skill. This in turn informs planning for future learning opportunities which may include written comments (marking) or the use of annotations/crib sheets to focus on the next steps for individuals or groups.

4. What does feedback look like?

Type of feedback	What it might look like	Evidence (for observers)
Immediate	• Takes place within lessons as part of teaching. • Includes teacher gathering feedback from verbal responses, mini-whiteboards, book work, etc. • Takes place in lessons with individuals, small groups or the whole class.	Classroom drop ins. Teachers may make notes on feedback sheets.

	• Is given verbally so that the impact can be immediate and any misconceptions checked. • May be given by teaching assistants, other adults or peers • May involve further support, challenge or a change of task • May re-direct the focus of teaching or the task. • Does not need to be evidenced by way of written comments	
Summary	• Takes place at the end of a lesson or activity • Usually involves groups or whole classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • May involve strategies such as 'exit' questions • In some cases, may guide a teacher's further use of distance feedback, focusing on areas of need or particular interest.	Classroom Drop ins Evidence of self-assessment in purple pen (in Year 2) May be evidenced in adaptations of planning/next steps on feedback sheets
Distance (Marking and assessment which takes place	**Takes place away from the point of teaching**	Monitoring of pupils' books, planning and through professional discussions

away from the lesson)	• Provides teachers with opportunities for assessment of understanding. • Adaptation of future lessons through planning, grouping or adaptation of tasks – teachers may group books into different piles to identify where 'group feedback' is required in the next session. • The use of feedback sheets for teachers to organise feedback into groups and support their teaching within the next lessons.	between teachers and leaders. Spelling, grammar and calculation errors will often be corrected. Adaptations to teaching sequences seen within planning. Use of feedback sheets to indicate next steps.

Feedback – 'Marking'

All recorded work must be 'marked' in some form. Each learning intention is highlighted in pink if it has been met independently and partially if support was given. For each piece of work at least one incorrect spelling is addressed by the teacher, writing the incorrect spelling and the correct one is highlighted with ticks and crosses used to indicate the letters in the word which were spelled correctly/incorrectly. Children respond by writing the correct spelling twice. Arithmetic errors are underlined and circled for children to check and respond. Presentation and application of handwriting should also be picked up on through this process i.e. Letter and number reversals are indicated and written the correct way for children to copy and practise.

Evidence suggests that time spent on acknowledgement marking is unlikely to enhance pupil progress and so this process should be time efficient. Time is better spent using feedback to inform future planning to address misconceptions. For this reason, the use of written comments will be kept to a minimum. In place of this, we use a combination of marking feedback sheets, success criteria and one to one feedback conversations. There is no requirement to evidence verbal feedback by any code or through the use of a

stamp. Feedback sheets indicate children who need further support and misconceptions are noted in order for them to be addressed in future planning.

As part of the feedback loop, follow up tasks or interventions are planned. These may require the children to reflect on learning, broaden their understanding or apply their knowledge.

References

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