Feedback Policy

Policy updated:	July 2024
Policy adopted:	July 2024
Status:	Policy & Guidance
Review cycle:	2 Yearly
Review date:	July 2026

Contents

Rationale

Lipson Vale Primary School's feedback policy reflects and reinforces the school's vision of 'Together we are inspiring a community with a bright future' by promoting individual personal growth and breaking down any barriers that prevent pupils from reading their potential.

The feedback policy promotes all pupils being effective **communicators** when discussing their learning, enables **collaboration** through peer to peer and adult support, encourages **self-belief** and self-growth, encourages pupils to be **resilient** when faced with appropriate challenges, develops a deep understanding that pupils are **responsible** in responding to feedback given, and celebrates **bravery** and a 'can-do' attitude.

Key principles of feedback
(Incorporating the EEF recommendations in their research 'Teacher Feedback to Improve Pupil Learning)

Recommendation 1: The school plans for and lays the foundation for effective feedback. This includes ensuring that teachers provide high-quality instruction and has effective formative assessment strategies in place.

Recommendation 2: Feedback is appropriately timed to ensure that it focuses on moving learning forward. This includes ensuring that high-quality feedback targets the specific learning gaps that pupils exhibit in a timely manner and with precision.

Recommendation 3: The school plans for how pupils will receive and use their feedback. This includes considering the pupils willingness and ability to receive feedback so that it is as effective as possible. Teachers should develop classroom practice that enables pupils to welcome and celebrate feedback and should monitor how feedback is used by pupils.

Recommendation 4: The school will be clear on how to use purposeful, and time efficient, written feedback as part of a toolkit of strategies. This includes considering carefully the impact that written feedback (encompassing written comments, marks and scores) has on pupil learning and ensure that written feedback is specifically related to the task and subject.

Recommendation 5: The school will carefully consider how to use purposeful verbal feedback. This includes capitalising on verbal feedback to provide in-the-

moment guidance to pupils in a time-efficient way. Verbal feedback should be specific and precise and matched to the task or subject.

Recommendation 6: The school will design a feedback policy that prioritises and exemplifies the principles of effective feedback. This includes providing clarity about the types of feedback that will be deployed by staff to maximise impact on pupil learning, but will not be overly prescriptive.

Feedback will…
- help children to make progress
- address misconceptions and identify mistakes
- inform future planning, or a reshaping of a lesson
- build self-confidence and motivate learners
- praise success and celebrate achievement
- encourage learners to self-reflect and edit
- encourage learners to apply different skills through variation
- consolidate and/or deepen understanding

Feedback toolkit strategies

Feedback focuses on the key learning for the lesson but will reflect personal targets and non-negotiables set for each sequence of learning. Feedback is given to children in a variety of ways.

Whole class feedback
This is used as an efficient way of addressing misconceptions through accurate in-lesson or post-lesson assessment for learning. This can be done at the start of the lesson (referring to previous learning), during the lesson or at the end of the lesson (plenary). This feedback is predominantly verbal. Questions such as 'have you?' can check learners' progress against the learning question, particular success criteria or lesson expectations. Exemplars from children may be used to motivate others and highlight expectations to the class.

Individual in-lesson feedback
Individual in-lesson feedback addresses any misconceptions, extends or deepens learning or is used to motivate and encourage learners. Through monitoring the classroom throughout a lesson, teachers identify pupils who require individual feedback and provide it according to their needs. When this feedback is given, the teacher/TA will identify this by using 'VF' next to the part of the work they have given feedback on and will identify the part of the work the feedback relates (e.g. boxing around a paragraph that requires editing for adjectives or highlighting parts of the learning that

need to be looked at again or a word alongside the VF to indicate the conversation that has happened). Being specific and precise in this way is not to prove that feedback has happened but ensures that the learner attends to a specific part of the work and acts according to the feedback given to them. This also links to other research on 'Cognitive Load' and ensuring clarity when giving feedback.

The teacher will make a professional judgement whilst giving individual in-lesson feedback as to whether the learner has made a 'mistake' or has a 'misconception': this directly links with the next form of feedback.

In Lesson Intervention
It may be appropriate, during a lesson, for a teacher to intervene, in the moment, with an individual or group to ensure that they reach the intended learning outcomes. Intervention is always appropriate when a misconception has been identified: the teacher will act promptly to address misunderstandings so that all pupils can access the learning of the lesson. In class intervention will look similar to in-lesson feedback but is likely to be accompanied by teacher modelling and/or collaborative working between the pupil and teacher. Learners should be able to demonstrate independent application of taught skills following the in-lesson intervention. Other strategies used in lessons might include regrouping pupils to be with a knowledgeable other, remodelling key learning, recapping the class model or re-teaching aspects.

Out of lesson intervention
Flexible pre-teaching is an intervention used prior to a teaching session to enable learners to access the content of the lesson immediately after. These children are carefully selected by teachers when they are planning a unit of work. Flexible pre-teaching is planned for by the teacher and children might vary in flexible pre-teaching groups.

Structured pre-teaching is an organised intervention which happens with the same children on a regular basis. Teachers must use timetabling effectively to have maximum impact on the targeted group or individual. This targeted pre-teach session will be as a result of precise and robust assessment for learning. Research suggests that this is most effective when undertaken by the class teacher.

Post-teaching is a form of feedback that takes place after a lesson and gives learners same-day feedback on any mistakes or misconceptions that have taken place during the lessons that day. This is usually undertaken by the class teacher, but can also be completed with a teaching assistant, and can be with an individual or a group of learners who require the same focus of feedback. It will be clear through reciprocal working between adult and learner that additional support has been given.

Coded feedback

A set of agreed codes may be used by teachers/TAs to give feedback to pupils about the more secretarial elements of their work. These are intended as a quick way to draw pupils' attention to aspects of their work so that these can be addressed. The codes used at Lipson Vale Primary School are in the appendix below.

Conferencing and target setting

Personal targets are set for writing at the beginning of a new sequence of learning following an elicitation task. These targets are recorded on the Learning Overview grid placed at the start of a sequence. Teachers will ensure that ongoing feedback to individuals promote the successful application of personal targets. Targets provide a clear focus for individuals as to the skill(s) they need to personally develop during the next sequence of learning.

Conferencing is used when a learner has been identified as benefiting from time with an adult to reflect on their application of skills throughout a piece of learning. When effective, informal conferencing allows a detailed conversation to take place outside of the lesson that enables the learner to identify what they need to do next in their work to make further improvements and progress. This is similar to post-lesson intervention but will consider learning across a sequence of learning more broadly and is intended for pupils to consider the progress they have made against a set of learning intentions (rather than in one lesson).

Conferencing may also take place at the end of the sequence of learning to consider learning over time and reflect on the development of skills across a whole sequence of learning. In the case of writing, this may also include learner reflection of how they have demonstrated application of their personal target.

Pupil Reflection

Individual editing requires learners to reflect on their learning, relating to success criteria, the learning objective and the expectations of the lesson. This will lead to learners taking an increased ownership for their own progress and not solely relying on the teacher to identify any mistakes or misconceptions. Pupils will edit and reflect using a purple pen (at the appropriate age) and may have access to resources to help them (such as dictionaries or word mats).

Peer feedback involves a peer or knowledgeable other giving feedback to another learner on their success within a lesson. This can take place during or at the end of a lesson.

Adults may ask pupils to reflect on their work using metacognitive strategies (such as the EEF's Questioning Habits guidance focused on 'planning for', 'monitoring during' and 'evaluation of' their work). This can be used as a flexible strategy to enable adults to gain an understanding of how learners consider their achievements in a lesson and the thought processes they take when preparing for and completing a task: including how they are recalling and applying prior and connected learning. This is a good strategy to use for learners who have not received adult feedback during a lesson to enable adults to gain an overall assessment picture of the class. Pupils may respond verbally to the probing questions asked by adults or by providing a short written response.

Questioning to deepen understanding
Questioning is an integral part of teaching, assessing and learning. Adults should prioritise questioning strategies that seek to deepen understanding through drawing out connections in learning, probing explanations, seeking further clarification and identifying precisely the key learning/concept. All pupils are expected to be ready to contribute to classroom discussion.

In depth feedback and marking
It is appropriate for learners to be given written feedback at different points during their learning. More specifically, in-depth feedback should be given to learners during the planning stage of any writing. This is to ensure that the pupils are well prepared for the writing task ahead and they have had the opportunity to reflect on feedback before embarking on the writing task. It is expected that an adult will identify the key learning intentions and how they are being implemented into the final outcome. In-depth marking must happen during the writing stage of the teaching sequence, to ensure that children are applying learned skills, misconceptions are addressed and progress is being made. This marking should celebrate a specific achievement for each child and give a next step comment or actionable target (e.g. I like how your use of adjectives describe the setting well. Edit your work to use commas between a list of adjectives.)

It is also expected that secretarial skills consistent with the age and stage of learners are identified for correction whilst reviewing learning in books. This includes the expectation that spellings will be identified for the pupil to correct and/or practise, poor handwriting is addressed and punctuation is accurate.

Assessment and Planning Cycle

Lesson by lesson feedback from and to learners help us to shape and personalise learning sequences to ensure the best possible outcomes for each individual. However,

as part of the assessment and planning cycle, lots of assessment information is used to ensure a challenging and developmental curriculum.

Sequences of learning start with an elicitation task. Assessment information from these tasks support teachers in shaping the learning sequence with precision. Key learning and 'Non-negotiables' for these sequences are recorded on the 'Learning Overview' for Writing. For mathematics, the learning pathway (small steps) is identified for learners. The end of a sequence is marked by a task which draws together learning from across the sequence. These tasks are used to assess pupils against the year group standards.

In maths, against the small steps objectives on the cover sheet, an adult will make an assessment judgement on **key learning** throughout a sequence on individual learning objectives using a 'triangle'. A single side indicates the learner has not grasped the concept being taught independently, two sides of a triangle indicate that the learner has achieved the learning intention with support from an adult and a complete triangle indicates that the learner has achieved the learning objective independently. Any single side assessment triangle will be followed with intervention or adaptation of planning to support the learner make progress.

Other formal assessments include NfER assessments (in reading and mathematics), which are used to support teacher assessments 3 times a year.

APPENDIX

<u>Writing</u> Learning Overview Sheet

Sequence title:	
Key Text:	
Key Learning this sequence:	
The 1 or 2 key objectives/foci are written here - the ones that you will teach in detail throughout the block.	
Non-Negotiables for this sequence:	
Identify here the non-negotiable objectives that learners are expected to demonstrate this sequence.	
Your Personal Target is:	
Write the personal target for the pupil here.	

<u>Maths</u> Learning Overview Sheet

Small steps assessment – Maths - TERM	
Block & Theme	e.g. Autumn Block 1 Place Value

Key Learning this sequence:	Assessment
Identify the small steps	

Coded Feedback (shared with pupils)

Code	Meaning	Purpose
S	Supported learning	To identify that the pupil has received support for part or all of their learning.
I	Independent learning	Used to indicate that the support has changed and the section proceeding has been completed independently. Work completed entirely independently <u>does not</u> need an I.
PT	Use personal target	To identify to the pupil that they need to apply their personal target to their work.
PT ✓	Personal target used correctly	To identify that the pupil has correctly applied their personal target to their work.
sp	Spelling error	Spellings are highlighted for younger children to correct. Sp is used for older children to locate and correct spellings independently. Where a spelling needs to be practised, the word x3 will be written underneath work.
VF	Verbal Feedback given	Identifies that verbal feedback has been given to the learner - this is signalled next to the part of the work that has been discussed as well as a word or symbol to indicate what has been discussed.
P (symbol) e.g. P ,	Missing or incorrect punctuation	Identifies that a punctuation mark is incorrect or missing - learners need to find and correct this.
CL	Capital letter is missing	To identify the need for capital letters - used to encourage pupils to identify and correct.
FS	Finger space	To identify the need for finger spaces - used to encourage pupils to identify and correct.
●	Check this again.	This code is used to draw pupils' attention to a mistake that they have made - the learner needs to correct it. This <u>should not</u> be used when there has been a misconception.
✓	Correct answer/application of skill	This identifies to the pupil that they have correctly applied the skill being taught and/or have given a correct answer.

Coded feedback – Foundation

Code	Meaning	Purpose
S	Supported learning	To identify that the pupil have undertake the learning with guidance / support for an adult.
MI	Mostly Independent learning	To identify that the pupil has undertaken the work mostly independently with some guidance / support from an adult.
I	Independent learning	To identify that the learning has been completed by the pupil independently.
MD	Must Do task	This identifies learning task that are planning as 'Must Do' as part of the provision. These tasks are usually completed independently.