



# Feedback Policy

Next review date June 2018

Compassion  
Forgiveness  
Friendship  
Trust

**Ackworth Howard School is rooted in Christian belief and principles and it is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.**

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
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils when they are wrong
- encourage and support further effort

### **Key Principles**

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

- the sole focus of any feedback is to further children’s learning
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification
- any written comments are accessible to students according to age and ability
- feedback delivered at the point of learning is the most effective, and as such feedback delivered in lessons is more effective than comments at a later date
- feedback is provided both by teachers and pupils as part of assessment processes in the classroom, and takes many forms
- feedback is 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 is reviewed by teachers at the earliest appropriate opportunity so that it impacts on future learning.

### **Feedback in Practice**

Building on the work of the Assessment Commission, we have set out how feedback is given in three ways (in order of decreasing importance):

1. Immediate feedback – at the point of learning
2. Summary feedback – at the end of an activity/task (children present)
3. Review feedback – away from the point of teaching

Feedback Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> <li>• Includes teachers gathering feedback from teaching, including mini-whiteboards, journals etc.</li> <li>• Takes place in lessons with individuals or small groups.</li> <li>• Often given verbally to pupils for immediate action.</li> <li>• May involve the use of a teaching assistant to provide support or further challenge.</li> <li>• Leads to adaptation of the current lesson, groupings or adaptation/redirection of tasks.</li> <li>• May include highlighting/annotations according to the marking code.</li> <li>• Links to the schools mastery approach to teaching and learning cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson visits / learning walks.</li> <li>• Evidence of annotations or use of the marking code/highlighting.</li> <li>• Improvements evident in books, either through editing or further working.</li> <li>• Evidence of children accessing additional ‘precision intervention.’</li> </ul>
Summary	<ul style="list-style-type: none"> <li>• Takes place at the end of a task/activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson visits / learning</li> </ul>

	<ul style="list-style-type: none"> <li>• Often involves whole group or classes.</li> <li>• Provides an opportunity for evaluation of learning in the lesson.</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks.</li> <li>• May take the form of self- or peer-assessment against an agreed set of criteria.</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.</li> <li>• Links to the schools mastery approach to teaching and learning cycle.</li> </ul>	<p>walks.</p> <ul style="list-style-type: none"> <li>• Timetabled pre- and post-teaching based on assessment.</li> <li>• Evidence of self- and peer-assessment.</li> <li>• May be reflected in selected focus review feedback (marking)</li> <li>• Evidence of annotations or use of the marking code/highlighting.</li> <li>• Evidence of children accessing additional 'precision intervention.'</li> </ul>
Review	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching.</li> <li>• May involve written comments/annotations for pupils to read/respond to.</li> <li>• Provides teachers with the opportunities for assessment of understanding.</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks.</li> <li>• May lead to targets being set for pupils' future attention, or immediate action.</li> <li>• Links to the schools mastery approach to teaching and learning cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed.</li> <li>• Written comments and appropriate responses/action.</li> <li>• Adaptations to teaching sequence tasks when compared to planning.</li> <li>• Use of annotations to indicate future groupings.</li> <li>• Evidence of children accessing additional 'precision intervention.'</li> </ul>

## **Marking Code 2017-2018**

### **Foundation Stage:**

- All marking within books is completed in green pen. All recording in books follows the school handwriting scheme.
- Codes are used to develop children's work:
  - (V) - Verbal feedback – To show discussion has taken place and worked upon. A comment will also be provided to exemplify the feedback given.
  - (D) - Directed activity.
  - (S) - Support by an adult (This is the responsibility of the staff member working with the child with the particular task).
  - (I) - Independent work
  - ✓ - Positive feedback
  - (PI) - Precision intervention

### **Key Stage 1 and Key Stage 2:**

- All marking by the teacher is recorded in green pen unless highlighting. All recording in books follows the school handwriting scheme.
- green and yellow highlighters are used across the curriculum. The focus for this should not be primarily secretarial improvements.
- Green highlighter demonstrates an area that a child needs to develop, include or correct and the yellow highlighter is used to acknowledge that this has been successful. If improvements from feedback have continued independently later on in a piece of work, this can also be ticked with green highlighter pen in order to celebrate further success.

- Codes are used to develop children's work:
  - (TA) – Teacher Assistant guided.
  - ✓ - Positive feedback.
  - (PI) - Precision intervention
  - (SP) – Spellings will be highlighted in green and the correct spelling given until the children are at a level they can access appropriate tools such as a dictionary. At this point the SP code is used.
- To acknowledge children's work, a code will be placed next to the learning question:
  - ✓✓ - Achieved (fully).
  - ✓ - Achieved (partially).
  - - - Further work / precision intervention needed.

### **Self and Peer Feedback**

Peer assessment enables children to give each other valuable feedback so they learn from and support each other. It adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge each other enables children to achieve beyond what they can learn unaided.

Peer assessment helps develop self-assessment, which promotes independent learning, helping children to take increasing responsibility for their own progress. At Howard:

- Peer assessment and self-assessment opportunities are planned.
- Children are trained to self and peer assess against a specific set of criteria. This can be scaffolded dependant on age and ability. This enables children to develop an appropriate language.
- Guidelines are discussed, agreed and developed with the children. These are modelled by the teacher.
- Children are frequently and consistently encouraged to self-reflect on their learning which guides children to identify their next steps.
- Children are encouraged to undertake peer assessment in a sensitive manner that reflects the Christian values of the school.

Children are given the opportunity to self-assess their skills, knowledge and understanding when completing a learning sequence. The following codes are used:

- ☺ - understood and confident
  - ☹ - partially understood but may need additional practise
  - ☹☹ - needs additional support
- In Key Stage 2, children will be encouraged to self-assess with increasingly reflective comments. This maybe scaffolded by teachers where appropriate.
  - Regular time is allocated for quality self-reflection time at the end of a learning sequence.
  - Peer assessment is utilised appropriately and regularly to allow work to be improved.
  - All response to feedback is completed in purple pen. This includes self- and peer-assessment.

### **Monitoring and Evaluation**

This policy will be used to support the monitoring of teaching and learning throughout the school in order to ensure consistent approaches to teaching and learning in line with the school's vision. It will be regularly reviewed with staff and will be discussed with new staff working in school.