



Templenewsam Halton Primary School

Feedback Policy September 2021

Reviewed January 2022

Agreed by Staff:

Review Date:

"The key to learning is feedback. It is nearly impossible to learn anything without it." ~ Steven Levitt

Introduction

At Templenewsam Halton Primary School, we understand the importance of assessing children's learning and giving feedback. All children are entitled to and benefit from regular constructive feedback on their learning.

We feel that this is best done in a timely and accurate manner so creating a culture of feeding forward (looking ahead to provide constructive advice on how to move the learning on) as opposed to solely feedback.

As a staff we agreed that feedback needs to do the following things:

- 🕒 Relate to a specific target
- 🕒 Identify what has been done correctly and what to do next
- 🕒 Relate to the task/subject
- 🕒 Be timely, preferably before the learning has finished.
- 🕒 Move the learning forward.
- 🕒 Be accessible and individual to the child

Using the EEF principles of effective feedback, Templenewsam Halton Primary school seeks to ensure that all the feedback given to the children is for the sole purpose of moving the learning forward.

Those principles are:

- 🕒 Provide the children with clear expectations and success criteria.
- 🕒 Deliver well timed feedback which will move the learning on.
- 🕒 Plan for how the children will receive the feedback
- 🕒 Consider how to use purposeful and time efficient written feedback
- 🕒 Consider how to use purposeful verbal feedback

This policy seeks to redress the balance between time and cost by exploring which will allow teachers to work smarter, not longer.

It is essential to move away from the idea that written feedback is the only way in which feedback can be given. As leaders we will ensure that teachers will not be judged on the amount of written feedback in books, however evidence of the development of the learner should be clear.

Book looks will involve the teacher and the moderator so that professional dialogue can take place. The culture will be one of book looks being 'done with' rather than 'done to'.

Quality of Instruction

Good feedback begins with the quality of the instruction and the success criteria being given to the children. The learning objective needs to be context free and have simple clarity.

E.g. "To write a description of Polly" is an activity and as such can be completed and achieved without any expectation of quality of writing or following any set criteria.

"To use adjectives effectively to add interest" this is context free and can be used to move learning on and has clarity of expectation.

The children need to have clear success criteria and a clarity of expectation which enables them to work to a well-defined goal. In order to do this, the teacher needs to be absolutely clear on why they are teaching the lesson and what they expect the children to learn, improve or recap.

Well Timed Feedback

As teachers we need to judge when the best time is for purposeful feedback. For the majority of the time research has shown that the most useful is whilst the learning is still taking place. Giving verbal feedback needs to focus on addressing misconceptions, moving the learning on and targeting specific learning gaps. This does not need to be done as individuals all the time or by the teacher. However, it does need to be purposeful and the results of this live feedback be apparent in their books.

Receiving Feedback

We need to ensure that the way in which the feedback is given works for the child, based on their self-confidence and motivation. We know our children very well and building these trusting relationships is key to how effective the feedback and moving forward in their learning is. Consider how to use purposeful and time efficient written feedback

Purposeful verbal feedback

This form of feedback can improve outcomes and can be more time efficient when compared to other forms. However, it needs to be purposeful and focused on the success criteria and expectations of the learning. There needs to be clear targets given to the child and this reviewed with them. In other words, the child needs to be aiming towards an objective and progressing with their learning.

Purposeful Written Feedback

If the written feedback is purposeful and focuses on the task, success criteria and helps the child move forward with their learning it will improve outcomes. However, the written feedback needs to be used by the child in order to progress. Feedback marking is of limited value unless children can respond to it so it must be a two-way process. This needs to be thought about carefully due to the impact on teacher workload. Any written feedback needs to be able to be accessed by the child and in turn responded to, so this must be planned into a lesson if it is going to be effective.

What this looks like in the Classroom

- The misconceptions picked up in the classroom need to be used in future planning.
- Teachers and Learning support assistants should be giving verbal and written feedback during the lesson in order to address misconceptions, move learning on and praise achievement.
- When marking after the lessons, non-negotiables must be addressed using the green highlighter.
- Time must be given for the children to respond to any written feedback.
- The learning objective and success criteria must be clear to the children and most feedback be focused on this.
- There must be evidence of next steps for all learners, either non negotiables or to promote learning. These can be challenges, what ifs or questions.
- Any marking needs to be completed before the next lesson and be linked to the expectations of the lesson.
- All teachers and LSAs must follow the marking symbols on the presentation promises.
- Written feedback must be written clearly and neatly in the books so that the children can read and respond to it easily.
- All written comments must to be purposeful and not secretarial.
- Editing must be taught explicitly and children must be given time to edit.
- Children have the first chance to correct.
- Comments must be subject specific e.g. historical/geographical rather than English based