

# **St Peter's School: Feedback Policy**

UNCRC Article 28: Children have the right to learn and go to school.

Sadler (1989) states, children must be clear about what they are doing well, where they are aiming to get to and, more crucially, how they close the gap between the two (Black and Wiliam 1998)



## **This policy aims to:**

- understand the purposes of feedback in school.
- support appropriate approaches and methods of feedback.

## **Purpose of feedback**

In constructing this policy staff have considered the following factors:

- Why has work been marked?
- Who is it for?
- Can the child access the feedback given?
- How does it promote learning?
- Has it been effective?
- Have children responded appropriately?
- Is this marking necessary?

## **Key to feedback**

When scrutinising feedback in school, it has been apparent that teachers might mark because they feel it is expected. This is not the case. We know from research and experience, that marking can consume most of a teacher's time outside of lessons, therefore we have given a high priority to workload considerations when drafting this policy. When thinking about feedback (and marking), if it is not useful for the children themselves, or for the teacher, then there is no reason to do it - we would question its purpose.

## **Why is feedback important in our school?**

- It gives meaningful feedback to the child
- When done correctly maximises learning potential
- Child is at the centre of the learning
- Helps children learn how to be the best learners they can be
- Informs planning by highlighting areas for development, enabling the child to make clear improvements

## **What should feedback look like in the classroom?**

- Dialogue - everyone talking about their learning and next step improvements
- Learning continually being evaluated and adapted
- Ongoing observations of children
- Children clear about where they are now, where they need to get to and most crucially, how to close the gap between the two
- Children as active learners
- Questioning between students and adults
- Regular learning conversations within lesson with individuals, groups and whole class
- Children developing an understanding of what quality learning looks like

- Ongoing modelling or and coaching in self and peer assessment

## **Methods of feedback**

### **Verbal with written**

Through observation, class discussions and student interviews, it has been established that verbal feedback is the most effective form of feedback in helping the child to understand where they have succeeded and what they must do to improve.

The quality of the feedback is crucial: using high order questioning, modelling and exemplification should not be reserved until the completion of a piece of work. Indeed, such feedback given whilst the work is ongoing enables the child to immediately experiment with, develop and implement the new items. We use strategies such as helicoptering and landing, mid-lesson learning stops and whole class feedback (S. Clarke, Formative Assessment, 2021)

### **Verbal**

We do not require teachers to write 'VF' in books where verbal, in the moment feedback has been given, but students should be able to articulate how they can improve that piece of learning or apply it to another piece.

### **Written marking notes**

This should be used with caution. We have discussed the use of praise within this and ensuring we only praise effort when it is linked to achievement. Where written feedback is used, it should be recorded in a manner suited to the attainment level of the child to ensure they have full comprehension of its meaning. Time must always be factored into a lesson for the child to read and respond to the comments - if comments are not read by the child, there is no purpose for them at all, unless they are intended for another adult who would find them useful. NOTE: if followed by verbal feedback, its benefits can be enhanced.

### **Child-led feedback**

The following forms of child-led feedback are vital. In every class, however, these types of feedback must be explicitly taught, reviewed and become an integral part of the learning process.

### **Self-marking**

Completed within lessons, self-marking provides children with immediate feedback enabling the to correct work, check methodology, seek advice or support and make improvements while the objective and process are most relevant. We encourage daily maths self-marking to take place, giving the teacher time to use this feedback to plan the following lesson effectively. Marking their own work allows time to reflect upon the progress towards achieving personal targets helping them to take control of their learning.

### **Self assessment**

For effective self-review to take place, pupils should review their work against the objective. This also gives an opportunity to reflect on their understanding. A traffic

light coded system is used. In addition, children are encouraged to indicate whether they think they would benefit from more Practice - Input - Time - Effort.

### **Peer feedback**

Provides opportunities for children to write for a different audience, consider their own targets in more detail, develop the language of learning required to progress in their own targets and to see the work of others, exposing them to exemplification of higher standards of work. They can collaborate on error detection, monitor their own mistakes and initiate their own corrective strategies.

### **Green pen**

Where appropriate, children respond to all types of feedback by improving their work, indicated by the use of 'green pen'. They are also encouraged to use a green pen to edit their work, to highlight the importance of the process involved.

### **Ongoing research**

We are continuing to experiment with different ways of improving the effectiveness of feedback. In particular, methods are being explored, analysed and developed to maximise opportunities for different types of verbal, in the moment feedback within each lesson and to ensure it is factored into weekly plans as an integral part of teaching and learning.

## **St Peter's School Editing and Feedback Codes**

**Support** (usually KS1)

Independent (I)

Supported by a TA (TA)

Supported by the teacher (T)

### **Editing - English**

//            new paragraph

C            To redo (not to be rubbed out but redone next to or below) (Maths)

•            error, not needing correction

sp           spelling - word the child should know relevant to age / ability

hw           handwriting - child required to rewrite

## Written feedback



Praise linked to achievement



Wish/ next step in learning



Highlight green if LI is achieved, yellow if not achieved

## Pupil self-assessment



To indicate understanding

Time - T

Practice - P To indicate what they need more of

Effort - E

Input - I