

West Ashton Church of England Primary School



Feedback Policy

Date: Feb 2022

Review date: Feb 2024

‘You will shine among them like stars in the sky’

Philippians 2:15

At West Ashton Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

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
- encourage and support further effort
- be given sparingly so that it is meaningful
- put the onus on students to correct their own mistakes, rather than providing correct answers for them
- alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

The Department for Education's research group stated feedback should be: meaningful, manageable and motivating.

Key principles

- The sole focus of feedback should be to further children's learning
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson
- 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
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Feedback and marking in practice

For pupils this is :

- to know whether an answer or solution is correct or a piece of writing is building on existing skills
- to know if a piece of writing is well written and meets the objective of the lesson
- to receive praise and reassurance when they are correct
- to know how to correct errors and learn from these

For teachers this is:

- to know whether pupils understand what they have learnt
- to inform future lesson planning
- to diagnose pupils learning difficulties and provide feedback

Feedback occurs at different stages in the learning process:

1. immediate feedback – at the point of teaching
2. summary feedback – at the end of the lesson/task
3. next lesson feedforward – further teaching to enable the children to identify and improve areas for development the teacher has identified
4. summative feedback – tasks planned to give definitive feedback

Type of feedback	What it looks like
Immediate	Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. Takes place in lessons with individuals or small groups Often given verbally to pupils for immediate action May involve use of a teaching assistant to provide support of further challenge May re-direct the focus of teaching or the task
Summary	Takes place at the end of a lesson or task Often involves whole groups or class 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 take the form of a quiz, test or score on a game In some cases, may guide a teacher's further use of review feedback, focusing on areas of need
Feedforward	For writing in particular, often part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work In maths in particular, tasks and challenges are analysed daily and errors and misconceptions addressed in subsequent lessons
Summative	End of unit or term tests, quizzes or written responses to a question

All curriculum subjects have non-negotiables and these, if missing, will be highlighted every time with the expectations that children will correct this.

Curriculum leads and SLT will monitor internally the quality and quantity of the feedback being used across the school to ensure consistency between classes.