# Holtsmere End Infant and Nursery School

# Feedback Policy

October 2017

Review October 2018

## Introduction

Feedback is an integral and important part of teaching and learning; we know this from many studies and extensive research. At Holtsmere End Infant and Nursery School, our aim is to create a culture of rich and effective feedback between teachers and pupils in order to support great learning using those approaches which research and evidence suggest are the most useful. Ultimately, feedback should be of most benefit to the learner and is a key part of what Dylan William terms *'Responsive Teaching'*.

This policy also recognises the significant time that written feedback can take and therefore seeks to make the most effective use of teacher and support staff time. In order to do this, it incorporates the findings of the Independent Teacher Workload Review Group.

Our policy is underpinned by some of the findings from the EEF (Education Endowment Foundation) Marking Review in 2016 as follows:

- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.

- Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comments.

- The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress.

- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.

Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better.

**Key Principles**

Feedback should:

- Be an integral part of the process of 'responsive teaching' which is evident in all lessons.

- Be a two way process: teachers will learn and be able to adapt their instruction from the feedback they receive from children within lessons; children will be able to learn from effective feedback they receive.

- Take place at the earliest opportunity to have the greatest impact on learning.

- Primarily be a verbal process that takes place between teachers and children.

- Include written comments (marking) on occasions where it is appropriate.

- Be given where there is time an opportunity for children to respond to the feedback they have received.

- Look different in different year groups across school and be 'age-appropriate'. Be based on a thorough understanding of individual children and their learning. Although this policy aims to reduce the amount of written comments made, we still expect that teachers spend time reading children's work regularly and carefully in order to know them 'inside out'.

**3. Providing feedback to children**

Effective feedback takes place as close to the point of teaching and learning as possible. Timing of feedback can be categorised into the following three stages:

1. *Immediate feedback*. This takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.

2. *Summary feedback*. This may take place at the end of a lesson or shortly after, often as part of the plenary. It may involve some form of self/peer assessment.

3. *Distance feedback*. This takes place away from the lesson and provides feedback to the teacher about how well children have understood concepts or applied the skill. This in turn informs planning for future learning opportunities which may include written comments (marking) or the use of annotations/crib sheets to focus on the next steps for individuals or groups.

**4. What does feedback look like?**

| Type of feedback | What it might look like | Evidence (for observers) |
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| **Immediate** | <ul><li>Takes place within lessons as part of teaching.</li><li>Includes teacher gathering feedback from verbal responses, mini-whiteboards, book work, etc.</li><li>Takes place in lessons with individuals, small groups or the whole class.</li><li>Is given verbally so that the impact can be immediate.</li><li>May be given by teaching</li></ul> | Classroom Observations and Learning Walks. Teachers may make notes whilst they are in the process of teaching. |

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| | • assistants, other adults or peers<br>• May involve further support, challenge or a change of task<br>• May re-direct the focus of teaching or the task.<br>• Does not need to be evidenced by way of written comments | |
| **Summary** | • Takes place at the end of a lesson or activity<br>• Usually involves groups or whole classes<br>• Provides an opportunity for evaluation of learning in the lesson<br>• May take form of self- or peer- assessment against an agreed set of criteria<br>• May involve strategies such as 'exit' questions<br>• In some cases, may guide a teacher's further use of distance feedback, focusing on areas of need or particular interest. | Classroom Observations and Learning Walks.<br>Evidence of self and peer assessment- green and purple pen or use of highlighter pencils within books (KS2)<br>May be evidenced in adaptations of planning/next steps or marked on crib sheets |
| **Distance** | **Takes place away from the point of teaching**<br>• Provides teachers with opportunities for assessment of understanding. | Monitoring of pupils' books, planning and through professional discussions between teachers and leaders Work is |

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| | • Adaptation of future lessons through planning, grouping or adaptation of tasks – teachers may group books into different piles to identify where 'group feedback' is required in the next session.<br>• The use of crib sheets for teachers to organize feedback into groups and support their teaching within the next lessons. | acknowledged. Spelling, grammar and calculation errors will often be corrected. Written comments may be evident. Adaptations to teaching sequences seen within planning. Use of annotations/ crib sheets to indicate next steps 'My target' sheets in the back of topic books for KS2 pupils |
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**Written Comments – 'Marking'**

All recorded work must be 'marked' in some form. This could simply be acknowledged with a tick when teachers read children's books which they are expected to do regularly throughout each school week. Each week, there should be at least one marking feedback loop where relevant spellings are highlighted, arithmetic errors or use of the marking codes are applied and children have the opportunity to respond to this. Presentation and application of handwriting should also be picked up on through this process.

Evidence suggests that time spent on acknowledgement marking is unlikely to enhance pupil progress and so this process should be time efficient. Time is better spent using feedback to inform future planning to address misconceptions. For this reason, the use of written comments will be kept to a minimum.  In place of this, we use a combination of marking crib sheets, success criteria and one to one feedback conversations. There is no

requirement to evidence verbal feedback by any code or through the use of a stamp.

As part of the feedback loop, follow up tasks may be set. These may require the children to reflect on learning, broaden their understanding or apply their knowledge; it may be that children are redrafting or editing writing. These activities should be completed using purple pen or pencil.

## References

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