

Effective Feedback Policy

Furneux Pelham CE Primary School



Roots to grow, wings to soar

Approved by: CPW Committee

Date: October 2023

Next review due by: October 2025

1. Aims

The aim of the policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

At Furneux Pelham School, we recognise the importance of feedback being an integral part of the teaching and learning cycle and aim to maximise its use in everyday practice. Our aim is to create a culture of rich and effective feedback between teachers and pupils to support great learning using those approaches which research and evidence suggest are the most useful. All children are entitled to regular constructive feedback on their learning and at the heart of our feedback policy is our belief in responsive teaching. Responsive teaching is responding in a timely and accurate manner to children's learning and creating a culture of feeding forward.

Effective feedback and marking aims to:

- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- Support teachers' knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

2. Principles of feedback at Furneux Pelham School

Feedback should be more work for the recipient than the donor. Dylan William, 2005

At Furneux Pelham School, we believe that feedback and marking:

- should be meaningful – feedback and marking should serve a single purpose: to advance pupil progress and outcomes.
- should be manageable – any marking practice should be proportionate.
- can take many forms and teachers at Furneux Pelham School may exercise their professional judgement when deciding how to feedback.
- should be motivating – any marking should help to motivate pupils to progress.
- should deepen learning and enable students to make good progress.
- should be rapid and immediate within lessons wherever possible.
- should employ a range of strategies that include live marking, self-assessment and peer-assessment as well as teacher assessment which could be formal data points or regular low stakes testing / checks. The type of feedback should be selected with the aim of maximising impact and ultimately outcomes for pupils.
- in written form should provide students with personalised feedback which includes a strength and target/s for further development.
- should support teachers in planning effectively for the next steps in learning and within sequences of lessons.
- requires time to be built into learning to develop student reflection through effective use of self- and peer-assessment and through responses to feedback.

3. Feedback and marking practice

Feedback in EYFS:

In our EYFS class, we have a well-developed pedagogy that believes in the power of play; play offers children the freedom to explore, whilst becoming secure in their learning. It is our belief that this time to play enables children to develop and nurture the attachments that are fundamental to continual progress in their development. It is imperative that the adults playing with the children facilitate an environment that is steeped in trust, respect and security. As such, feedback within the reception setting is based on a trusted relationship, where an ethos of learning from our mistakes and investigations is paramount. Once positive relationships have been formed amongst children and adults, feedback is a part of play and learning together.

Feedback is typically given immediately to the children as adults watch, observe and interact, as and when it is appropriate, grasping teachable moments. Due to the varied environment of the EYFS setting, feedback can be given for a variety of purposes; acknowledgement and praise, building self-confidence and executive functioning, supporting progress and throughout shared sustained thinking.

Within the EYFS setting feedback to children will typically be verbal or communicated through body language, in the moment of learning. Adults must ensure the communication method they choose to adopt is suitable to the child's developmental stage, ensuring that it is meaningful and purposeful to the individual. Practitioners in the setting have together developed their understanding and implementation of 'quality interactions with children', ensuring that a positive learning trajectory is found in the setting. Varied interactions will utilise varied styles of feedback, examples of these may be: modelling (both spoken and written), recasting, verbal correction and praise.

Through building an environment where feedback is supportive, open and non-judgemental, children shall begin to offer peer and self-reflection, enabling their learning journey to develop further, this shall be actively supported by the practitioners in the setting. Positive reinforcement is also demonstrated when children's work is shared with their peers, here practitioners shall carefully highlight the areas of learning that are being celebrated along with displaying work of the children.

Throughout the setting we believe in the importance of parents being partners in learning, as such it is important to regularly feedback on their child's learning to them. Practitioners within the setting upload observations of learning to Tapestry, our online learning journal. Here parents are encouraged to reflect on their child's learning at home. This should be completed within the pedagogy of observations within the EYFS, ensuring that time interacting with children is prioritised.

Feedback practice in years 1 to 6:

Feedback will be specific to the subject and specific task that pupils have carried out. The type of feedback should be decided upon by teachers and should be chosen on the basis of maximising learning.

Staff at Furneux Pelham School have agreed that the following methods of feedback and marking can be used:

Live marking, which involves:

- Immediate marking of the work by the teacher. Pupils act immediately on this during in-class feedback.
- Teachers giving verbal feedback during lessons to small group, whole class or individuals.
- Consistent high-quality learning dialogue between teacher and pupil during the lesson. Pupils may act upon this feedback in blue pen.
- The teacher highlighting misconceptions /mistakes whilst circulating in class. Pupils may act upon this feedback in blue pen.

Responsive teaching, which involves:

- Immediate feedback informed by effective assessment for learning during lessons.
- Addressing common misconceptions through a process of pause, re-teach or guide, continue.

Quick marks, which involves:

- The use of ticks, by the teacher or the pupils themselves, to provide fast and immediate feedback.
- Opportunities for re-teaching and addressing of misconceptions.
- Low-stakes assessment opportunities which can be used at intervals through the lesson.
- A 'checking station' for pupils to mark their own answers.

Whole-class feedback sheets, which involves:

- Teachers thoroughly reading every pupils' learning.
- Teachers identifying and sharing, as a whole class, key strengths in learning.
- Teachers identifying, addressing and sharing, as a whole class, key areas of development.
- Teachers using this review to inform future steps in learning.
- The class teacher keeping a record of the feedback in a whole-class file (digital or physical).

Self-assessment, which involves:

- Pupils being provided with 'answers' to mark their own work.
- Pupils understanding the process of self-assessment as feedback to improve and develop and not an opportunity to adapt answers in order to 'get everything right'.
- Instant feedback to support pupils in knowing if they understand the concept or not.
- Feedback for pupils to edit and improve their own work, in blue pen.

Peer-assessment, which involves:

- A supportive classroom environment in which pupils are confident to read each others' work and have their work read by others and to receive a mixture of praise and constructive feedback.
- Pupils working to support another pupil in editing and improving their own work, in blue pen.
- Pupils working in a group, or a whole class, to provide feedback to another pupil to support them in editing and improving their work, with the aim of all pupils understanding areas for improvement in their own work.

- Pupils working in pairs to improve work together, but focusing upon one piece of work at a time.

Summary feedback, which involves:

- Feedback given to a group or a whole class, at the end of a lesson or task to inform pupils about the next steps in learning.
- Time given to address misconceptions.

Review feedback, which involves:

- Feedback prepared and given away from the point of teaching.
- Feedback given during e.g. long pieces of writing or between pieces of writing.
- Supporting pupils to improve within a longer piece of learning, before they have reached the end.
- Time given for pupils to respond to the review feedback.

Teacher marking, which involves:

- The teacher using a set of codes to provide feedback using a standard set of codes.
- Opportunities for finding and fixing – time given for pupils to respond to the codes on their work, in blue pen, in the next lesson.
- Use of written, developmental feedback for students to act on.
- A positive comment alongside a specific comment aimed at development. This area for development could take the form of a question to check understanding or to deepen understanding.

The non-negotiables of marking

- Marking is to be completed in red pen.
- All marking is to be done in a clear, legible handwriting which is aligned to the school handwriting script.
- All pupils' work should be subject to review and feedback.
- In maths and writing, at least one piece of work per pupil should receive written feedback once a week, as long as a unit of writing lends itself to this form of feedback.
- For writing, pieces will be highlighted as a form of feedback (see appendix for code).
- Blue pens should be used by children, to edit their work.
- Only members of staff or the child themselves should edit an individual's work.
- Time should be built into lessons for pupils to respond to questions and comments. This should be done in blue pen.

4. Marking for Independent Editing Using Whole School Codes

We are committed to the development of student's literacy across all subjects and key stages. Below is a list of literacy marking symbols. Teachers should utilise literacy codes when and where necessary within the work. This could be done when looking through books or through live feedback/marking. Books must be checked and marking codes employed where needed at the minimum every week.

When marking for literacy, all staff should use the whole-school marking code. The code should be displayed in the majority of books at Key Stage 2 and on tables in Key Stage 1.

5. Equality of opportunity

All pupils are entitled to have their work marked in accordance with this policy. Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, recording verbal feedback or providing support for the reading of comments. These adjustments may be referenced in a child's Individual Support Plan.

6. Monitoring and review

In reviewing our policy and practice, we have chosen to adopt approaches that balance feedback and marking and allow teachers to use their professional judgement when providing feedback.

This policy will be reviewed annually. Changes will be made to ensure that this policy reflects best practice and is up to date.

Appendix:

Whole Class Feedback Sheet Date:

Lesson:

| Work to Praise and Share | Misconceptions |
|---------------------------------|----------------------------|
| | |
| Presentation | Basic Skills Errors |
| | |
| Need Extra Support | Next Lesson Notes |
| | |

