

Feedback Policy

Department Owner	Operations (National)
Section Owner	Education
Approver	E-ACT Education & Personnel Committee
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1. Rationale

Effective feedback closes the gap between what children can do and the standard of excellence expected. Teachers provide feedback in order to raise attainment and ensure rapid and sustained progress for all children. We recognise the importance of feedback as an integral part of the teaching & 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 learners' 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 and
- alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. We have taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

The act of checking children's work enables teachers to make regular, accurate judgements of children's attainment and to make decisions about adapting subsequent lessons.

2. Principles of feedback

- Feedback is manageable for the teacher and useful for the child.
- Feedback is related to success criteria.
- Feedback is rewarding for the child.
- Feedback is appropriate for the age and stage of development of the child,
- Feedback helps children to know where they are going, how they are doing and what they need to do next.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- 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 modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson. The 'next step' is usually the next lesson.
- 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.

3. Laying the foundations for effective feedback

Teachers create safe environments for children to make mistakes. Teachers and children know that intelligence is not fixed and that improvement comes about through paying attention and working hard.

A large proportion of feedback that children receive from the teacher is oral. Teachers give the most effective feedback to fully formed responses from children so teachers give children adequate thinking time before expecting verbalised responses. Children answer questions in talking partners and teachers eavesdrop on children's conversations to question further and to make adjustments to lessons.

Teachers present very clear learning objectives and success criteria. They model the thinking that children are to learn and use the success criteria to draw attention to aspects of children's work that have met the standard expected and aspects that need to be improved.

How children are responded to is critical in ensuring that children have confidence to give their own ideas, right or wrong answers, or opinions. Teachers think about all elements of communication: body language, tone of voice and the words spoken.

4. Children's books

Children write a title that makes it clear what the learning objective is. This needs to be efficient. For example, 'Column subtraction' is sufficient – there is no need for 'I can subtract a 4 digit number from a four digit number using a formal written method'. If a child has demonstrated success in this lesson, the teacher highlights the title pink. If a child has not yet fully grasped the concept, teachers highlight the title green. We can only be sure that a child has really learned something if they can demonstrate it over time, away from teacher modelling and scaffolding so teachers understand that success in one lesson does not mean that a secure judgement can be made. Highlighting success or otherwise provides only a guide to teachers when they are making teacher assessments.

5. Giving feedback in response to children's written maths work

Each lesson, after children have completed a few questions, teachers show children the answers to problems for them to check themselves. This may happen several times over the course of a lesson depending on the age of the children and the task that they are completing. The teacher monitors the whole class and then intervenes with individuals or groups immediately. If children have misconceptions or are making mistakes, this will never be a surprise to the teacher when looking through books after a lesson.

Teachers check every child's book during or immediately after every lesson:

Aspect of maths	Checking done by teachers	If yes...	If no...
Self / peer marking	Has each child self-checked accurately?	Recognition for achievement	The teacher marks the work and the child must have peer or adult support to check the next day's work.
Mathematical understanding	Has the child met the learning objective today or not?	Highlight the title pink but remember that children to be successful out of context over time to be judged as secure in a concept. The next step is usually the next lesson. If not, teachers provide a scaffold, prompt or question to extend thinking further which children respond to at the earliest opportunity in polishing pen. This may be during the lesson.	Highlight the title green. A teacher, TA or a peer will sit with the child for 5-10 minutes that same day to explain and model again before giving a few more examples to complete. The adult might write a worked example and follow up questions, or they might talk through the lesson's questions to support the child to correct errors.
Presentation	Does the work meet the high standard of effort and presentation expected?		If it does not, some or all will be rewritten according to the age and stage of

			development of the child. This need not be at break or lunch time but it must happen.
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6. Giving feedback in response to children's written English work


Before written work is given to teachers to mark, children are given time sufficient time to proof read in collaboration with a peer and then make corrections so that the standard of spelling, punctuation and grammar is high. A pair of children look at one book together. The writer has their work read to them while they read along. When the writer sees or hears a grammar, punctuation or spelling error, they correct it with their polishing pen immediately. Each pair repeats the process for the other child's book. This happens a number of times in a lesson depending on the age and stage of development of each child and the task in hand.

Teachers check every child's book during or after every lesson and teachers make it very clear to children whether the feedback is to improve the secretarial aspects of writing (accuracy of handwriting, grammar, punctuation and spelling) or the composition of the writing:

Aspect of writing	Checking done by teachers	If yes...	If no...
Secretarial	Has each child produced work of sufficient accuracy (grammar, punctuation and spelling)?	Recognition for achievement	The teacher uses the marking code in the margin to indicate an error on that line. The child corrects mistakes with a polishing pen.
Effect on the reader	Has the child met the learning objective today (highlight the title pink) or not (highlight the title green)?	Teachers respond to children's composition as an appreciative reader and comment on the effect that the writing had on them. They draw attention to the best bit in meeting the objective to build up an internal bank of excellence. Teachers make a note of aspects of the success criteria that need to be worked on. Part of the next lesson is used to model improving the composition and giving children the chance to redraft parts of their work. Children do this with polishing pen after a simple subheading which identifies what they are working on, for example, Word choice or Character description or Creating suspense.	
Presentation	Does the work meet the high standard of effort and presentation expected?	Recognition for achievement	The teacher models the expected standard and the child(ren) repeat a section to meet that standard.

The lesson after children have written, they are given feedback as a class, in small groups or in individually (perhaps written in their books) and time to make improvements. Teachers start with the assumption that all children can edit and improve their work after paying attention to the teacher's modelling and the build up of practice that has happened earlier in the unit of work. Teachers only intervene further if the child is unsuccessful having had a go first themselves.

Marking code for giving feedback on accuracy

	Finger space error on this line.
C	Capital letter mistake on this line (it may be a lower case letter used when it should be capitalised, or a capitalised letter when it should be lower case).
.	Full stop mistake on this line (it may be that a full stop is missing or that the child has used a full stop when they should not have).
P	Punctuation mistake on this line (teachers may choose to specify the punctuation mark).
Sp	Spelling mistake on this line (children may refer to a working wall, word list or other resource to correct the mistake).
*	Grammatical error in this line (usually the wrong verb tense or incorrect word order).
^	Missing word on this line (teachers may choose to specify where the missing word should be placed).