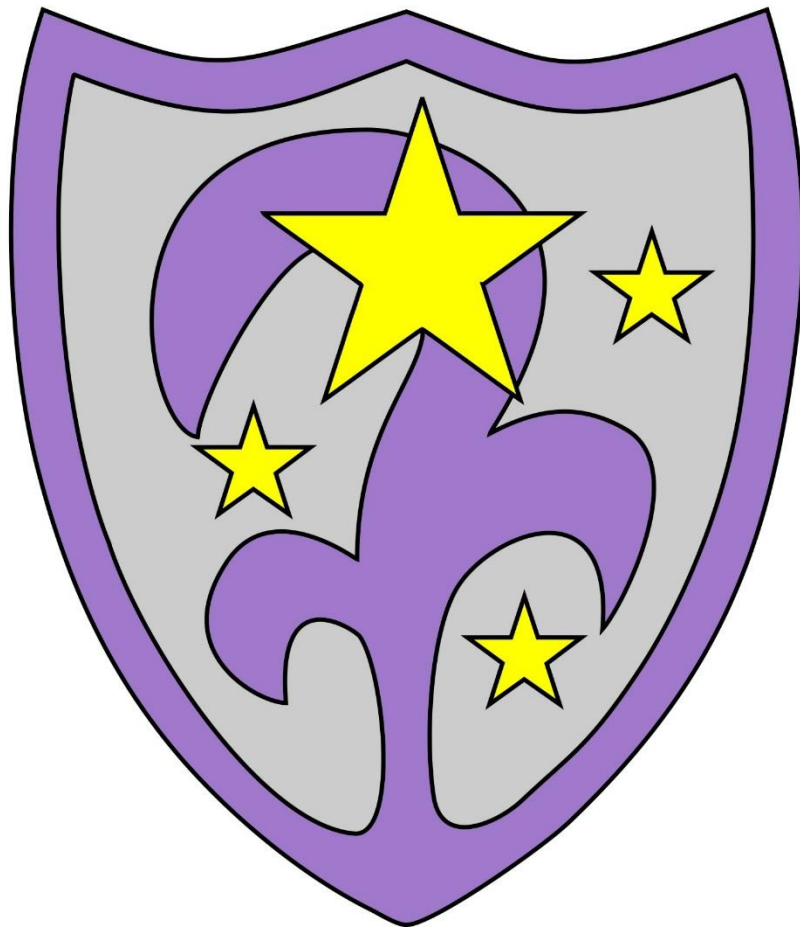


Elliston Academy



Feedback Policy

Responsibility: Executive Principal

Date: Autumn 2024

Review: Autumn 2025

Signed: C.Patterson

At Elliston, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

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
- provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, a working party of teachers at Elliston Primary has investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable** and **motivating**. We have also 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.

Key Principles

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a 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.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Elliston Primary, these practices can be seen in the following practices:

| Type | What it looks like | Evidence (for observers) |
|------------------|--|--|
| Immediate | <ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, 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 or further challenge • May re-direct the focus of teaching or the task • May include annotations according to the marking code. | <ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code |
| Summary | <ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria or rubric • May involve peer to peer or adult to peer critique • In some cases, may guide a teacher’s further use of review feedback, focusing on areas of need | <ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post teaching based on assessment • Some evidence of self- and peer assessment • May be reflected in selected focus review feedback (marking) |
| Review | <ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils’ future attention, or immediate action | <ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings |

Feedback Approaches

All learning will be reviewed by class teachers. This will mainly be through verbal feedback to the whole class, groups or individuals or the use of simple symbols.

In Key Stage 1, summary marking in maths, using a tick or a dot, will be completed in groups. In Key Stage 2, this will often be completed with the whole class. Teachers will then review the marking and make a decision about whether to adjust planning or groupings for the next lesson or activity. In English and in other curriculum subjects, adults will assess learning and provide immediate verbal feedback. After assessments and reviews have occurred, groups of pupils having a common need will be identified. Time will then be given for these children to respond in purple pen and make progress. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this is annotated by the letter A.

In both Key Stages, time will be planned into lessons for children to proof read and edit their learning with their feedback partner, thus reducing the amount of spelling and grammar errors.

RIP (Reflection and Improvement for Progress) time is planned in for children to read and act upon suggested ways for improvement as appropriate. This is a non-negotiable across school. Teachers model this process to the children so that they are clear on what the symbols mean and what is expected of them when they respond.

- Read what your teacher has written and look at any symbols to help you correct you mistakes.
- Use critique from adults and peers to consider how to make your learning even better.
- Look for good examples in class from which you can learn.
- Remember to look at your rubric as that will tell you how to move your learning forward.

Critique, developed from an understanding of 'Austin's butterfly' is used as a vehicle for improvement; children are expected to critique their own learning and that of others. Teachers ensure that pupils are clear about the focus of learning and how to make progress in order for critique to be precise, specific, and meaningful. Critique is an implicit element of the classroom culture. In order for peer critique to impact effectively on learning, the use of tools such as Rubrics are embedded into practice.

Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which uses symbols. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

| Annotation | Meaning |
|------------|--|
| A | Work which demonstrates that a pupil has achieved the learning question or demonstrated a particular skill |
| G | Guided |
| —————▶ | A sentence or paragraph, which needs editing, correcting or expanding |