



MEYNELL
NURSERY & PRIMARY SCHOOL

Feedback Policy

Author:	-
Committee:	-
Last Review/Update:	-
Level of Change:	-
Next Review:	-

Aspire . Believe . Explore . Achieve

What is feedback?

'Feedback is information about the task that fills a gap between what is understood and what is aimed to be understood. It can lead to increased effort, motivation or engagement to reduce the discrepancy between the current status and the goal; it can indicate that more information is available or needed; it can point to directions that the student could pursue; and finally it can lead to restructuring understandings.'

(Hattie and Clarke, 2019, p.3)

Purpose of feedback

In constructing this policy, staff have considered the following factors:

- Why has work been marked?
 - Who is it for?
 - Can the child access the feedback given?
 - How does it promote learning?
 - Has it been effective?
 - Have children responded appropriately?
 - Is this marking necessary?
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Key to feedback

'That students are taught to receive, interpret and use the feedback provided is probably much more important than focusing on how much feedback is provided by the teacher, as feedback given but not heard is of little use. Feedback needs to be combined with effective teaching and learning strategies to have the greatest impact. Sometimes, re-teaching is more powerful than just providing feedback. Feedback alone is not the magic bullet...'

(Hattie and Clarke, 2019, p.5)

Our feedback policy has been constructed using the most up-to-date research and guidance from the Education Endowment Foundation (EEF). The principles of effective feedback are built around key recommendations. They state that teachers should:

1. Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment;

2. Deliver appropriately timed feedback, that focuses on moving learning forward; and, crucially
3. Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered. (EEF, 2021)

We know from research and experience that marking can consume most of a teacher's time outside of lessons. Therefore, we have given a high priority to workload considerations when drafting this policy. When thinking about feedback and marking, if it is not useful for the students themselves, or for the teacher, then there is no reason to do it - its purpose would be questioned.

Why is feedback so important in our school?

- It gives meaningful feedback to the child
- When done correctly, it maximises learning potential
- The child is at the centre of the learning
- Supports children to learn how to be learners
- Informs planning and next steps enabling the child to make improvements

Is integral to the planning of future lessons and informs progress assessments

- Facilitates and improves communication between learners, teachers and teaching assistants.
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What should feedback look like in the classroom?

- Dialogue - everyone talking about their learning and improvements. Teacher to child, child to teacher and child to child.
 - Learning continually being evaluated and adapted
 - Teacher observing and listening to children
 - Children are clear about where they are now, where they need to get to and crucially, how to close the gap between the two
 - Questioning between adults and children
 - Children developing an understanding of what good learning looks like
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Methods of feedback

As a school, we know that written feedback can be heavily time intensive for teachers and, as such, comes with significant opportunity costs. Written marking is only one form of feedback and it should sit alongside verbal feedback as part of a holistic view of feedback. Built into this policy is the regular monitoring and review of written feedback in terms of pupil impact and teacher workload.

The quality of verbal feedback is crucial: using higher order questioning, modelling and exemplification should be given whilst work is ongoing. This 'on the run' marking provides timely information for the child to make improvements; develop thinking or deepen understanding.

We do not require teachers to write 'VF' in books where verbal, 'at point of learning' feedback has been given. Children should be able to articulate how they can improve a piece of learning or apply it to another piece.

Where written feedback is used, it should be recorded in a manner suited to the attainment level of the child to ensure they have full comprehension of its meaning. Time must always be factored into a lesson for the child to read and respond to the comments (either written or verbal). If comments are not read by the child, there is no purpose for them, unless they are intended for another adult, who would find them useful.

Child-led feedback

The following forms of child-led feedback are also important. Within each class, children will be taught how to give self- and peer-feedback. Children will also have opportunities to edit and improve work through the use of a green pen. The colour is not important: its role is to support children in understanding where work can be improved.

Self-assessment

Completed within lessons, this provides children with immediate feedback enabling them to check work; seek advice or support and make improvements. When children mark work, it gives them time to reflect upon their progress towards individual targets. This allows children to take control of their learning and begin the process of

metacognition. Effective self-assessment often takes place when children have the chance to review against success criteria.

Peer-assessment

'Students and peer regarded giving and receiving feedback to be a potentially enriching experience because it allowed them to identify their learning gaps, collaborate on error detection, develop their ability to self-regulate, including monitoring their own mistakes, and initiate their own corrective measures or strategies.'

(Hattie, 2012, p.150)

This feedback provides opportunities for children to consider their own targets in more detail; write for a different audience; develop the language of learning and to see the work of others, exposing them to exemplifications of higher standards of work.

Green Pens

Where appropriate, children respond to feedback by improving their work using green pens. They are encouraged to use green pens when editing their work to highlight the importance of the process involved.

Research-based policy

We are outward facing and we regularly review the latest research to provide the best opportunities for children in school. Feedback methods are explored, analysed, developed and improved to enhance children's learning. Teachers use their professional judgement to provide the right type of feedback at the right time. Running alongside this is a bespoke package of CPD given to teachers throughout the year.