

Tanworth-in-Arden Church of England
Primary School and Nursery



*In God's family, learning, loving,
growing to be our very best.*

**Feedback and Formative
Assessment Policy**

July 2024

Head teacher: S.Bamford

Chair of Governors: S.Joseph

Cpntents:

Statement of intent

1. Roles and responsibilities
2. In practice
3. Workload
4. Improvement plans
5. Monitoring and review

Appendices

- a) Whole Class Analysis
- b) Whole Class Feedback Teaching Page/Powerpoint slide

Statement of intent: How we feedback at Tanworth-in-Arden CofE Primary School

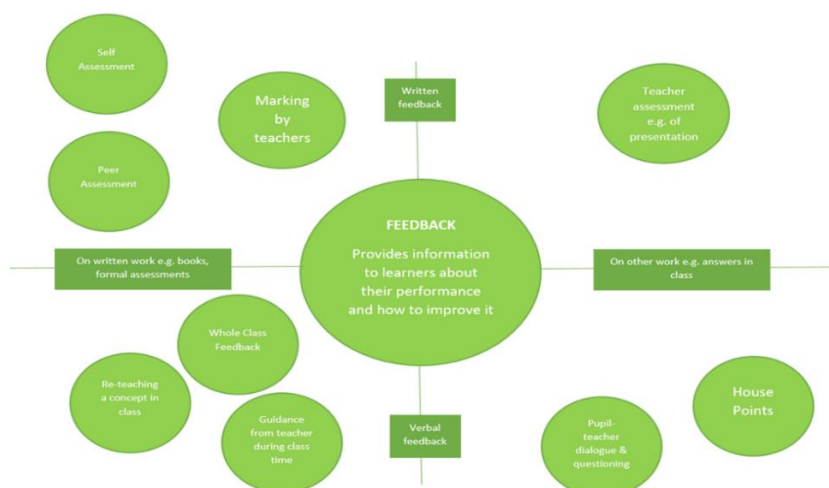
At **Tanworth-in-Arden CofE Primary School** we understand that the effective use of feedback techniques can have a powerful influence on pupils' learning and progression and we aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

Research tells us that providing feedback is one of the most effective and cost-effective ways of improving pupil learning. The EEF/Sutton Trust Teaching and Learning Toolkit found that effective feedback, on average, leads to improvements of 8+ months progress over a year, in addition, to the progress a pupil would 'normally' make. 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 pupils 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, we have investigated alternatives to onerous 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.

We provide feedback in a number of ways:



Key Principles

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

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- feedback delivered closest to the point of action is most effective therefore 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;
- 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 the teacher's assessment of it can impact on future learning.

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.

1. Roles and responsibilities

1.1. The Head teacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

1.2. The Leadership Team are responsible for:

- Ensuring all members of staff in their Key Stage are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their Year Group and reporting their findings back to the Head teacher
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

1.3. Teaching staff are responsible for:

- Ensuring that they adopt this policy when providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Seeking feedback from pupils about their learning and checking for pupils' understanding; teaching should then be adapted accordingly.
- Using the assessment data base to keep accurate and timely records of their formative assessments.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions about and respond to any feedback they have received.

1.4. Pupils are expected to:

- Try their best with any work they complete.
- Ask questions when they do not understand something in lessons.
- Listen carefully to feedback and ask questions if they do not understand.
- Review their own progress by re-reading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

2. In practice

2.1. It is vital that teachers evaluate the work that children undertake in lessons, record their formative assessments 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

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.

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including questioning, whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Usually 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 scaffolding/annotations dependent on the child/task 	<ul style="list-style-type: none"> • Lesson observations/learning walks/drop-ins • Some evidence of scaffolding in books • Children's use of purple pen to show responses to verbal feedback
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) • 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 formative assessment • Evidence of self- and peer- assessment in purple pen • Mis-conceptions and errors have been addressed as they are no longer evident in the child's work
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • Provides teachers with opportunities for assessment of understanding • Involves recording formative assessments on the assessment database • Involves recording comments on whole class feedback sheets-praise, misconceptions, errors etc. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to tasks/intervention/same day catch-up/pre-teaching being set for pupils' action 	<ul style="list-style-type: none"> • Formative assessments completed on assessment database • Whole class feedback notes completed • Learning walks/lesson observations- impact of whole class feedback notes on teacher input (and its impact) • Adaptations to teaching sequences/tasks • Use of notes to indicate future groupings/identify children for intervention/same day catch-up/pre-teaching

2.2 Written feedback

- We have agreed that teachers will write in books in **green ink**.
- Children will neatly and legibly respond to feedback and edit their work using a **purple pen**.

From November 2023, written comments will only be used for scaffolding learning in conjunction with immediate verbal feedback; scaffolding should offer meaningful guidance

which cannot be provided by verbal feedback alone.

2.2. **Completing Formative Assessments and Whole Class Analysis**

After a lesson, the teacher should consider the children's learning and the work children have completed. This could include any immediate (live) feedback given, learning conversations, evidence gained through questioning, self or peer-assessments or from looking through the children's books. They should use all of this evidence to support them in completing the whole class feedback form (Appendix A). The teacher should also make notes on the key messages to feedback to pupils at the start of the next lesson.

2.3. **Whole Class Feedback**

Using the analysis, the teacher plans a whole class feedback session using the notes from the sheet as an aide-memoire. Whole class feedback is then provided at the start of every lesson. The start of the next lesson begins with the teacher sharing the best work, identifying common errors in basic skills (e.g. spellings, number facts) and then addressing common misconceptions that have been identified. This short, verbal feedback time (around five minutes) consists of the teacher informing the class, as a whole, how the work produced in the previous lesson was successful and how it could be further improved.

Whole class feedback will consist of the same structure for each subject. This will include:

- 'Shout Outs'
- 'Feedback'
- 'Deeper Thinking'

The 'Shout Out' provides the teacher with the chance to show examples of pupils' successful outcomes with the rest of the class. The impact of this is two-fold: firstly, pupils feel a sense of pride when their work is shared, and secondly that their peers are provided with an example of work to learn from and aspire towards. During a Shout Out, work can be shown or read to the class to highlight the successful elements and how the piece met the learning objectives.

The 'Feedback' addresses common misconceptions/basic skills that are specific, accurate, appropriate and clear, in relation to the learning from the previous lesson. Teachers provide opportunities for children to think about their work. Improvement time is build into the lesson.

The final aspect is the use of 'Deeper Thinking'; this is an opportunity to move the learning forward for the whole class or as next steps based on the previous learning objective. For example, for Maths, this could be the 'Challenge' section in a Maths lesson.

Whole class feedback is used across all subjects with the same structure. Teachers may use a presentation slide to present their whole class feedback - this will be added to the usual slides used for every lesson, ensuring that every teacher's first slide is presented as the Whole Class Feedback (Appendix B)(Teachers may develop their own design of slide but the vocabulary used should be consistent across the school). This session is flexible and should give time for children to redress any specific misconceptions that have arisen and, where useful, check through their work and improve it based on the feedback given.

2.5 Self-assessment and peer-assessment

Children should carry out assessment and feedback in a number of ways such as:

- in response to teacher feedback
- as a result of self-assessing and reviewing work against their targets or a success criteria
- through peer marking.

Peer feedback develops our children to be critical friends when evaluating each other's learning. It aims to accurately direct and guide each other towards greater understanding, in moving their knowledge and skills forward. Children should be trained in how to give effective feedback that is KIND, SPECIFIC and HELPFUL and relates to the success criteria or targets. Peer feedback will take place through a discussion centred on what went well and what is needed to improve in order to achieve the lesson objective.

Sentence stems should be shared (see appendix b) to scaffold the language children use for self and peer assessment (The Progression in Language Structures from Tower Hamlets may be useful). Other examples could include:

'I like this part, but have you thought of...'

'What made you use this word/phrase/ connective/simile/metaphor and not another one?'

'The best part is when you...'

'I think that next time you ought to think about...'

'I think you've achieved these two success criteria, but I'm not sure about the third. What do you think?'

3. Workload

- 3.1. The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.
- 3.2. If a teacher has a query, their **Key Stage Leader** will be available to offer guidance and support regarding the school's procedures.
- 3.3. If a teacher is unsure about the effectiveness of their own practices, the **Head teacher** will provide support with developing the effectiveness of their feedback and their implementation of this policy.

4. Improvement plans


- 4.1. The **Head teacher** will conduct reviews of marking and feedback by distributing surveys to teachers, asking:
 - How they feel the practices benefit pupils.
 - How practices can be improved.
 - Whether the workload associated with feedback is proportionately reflected in the positive impact on pupils.

- 4.2. The Head teacher will conduct reviews of marking and feedback by distributing surveys to pupils, asking:
- If they find the feedback useful.
 - If they receive too much or too little feedback.
- 4.3. The Leadership Team will meet to discuss any issues that have arisen in regards to marking and feedback, as appropriate.
- 4.4. Teachers will pass any concerns regarding the school's feedback practices to their Key Stage Leaders.




5. Monitoring and review

- 5.1. This policy is reviewed annually by the Head teacher. (This policy will be reviewed in October using the surveys and feedback from staff and pupils detailed above; amendments may be made at this point).
- 5.2. Any changes or amendments to this policy will be communicated to all staff members by the Head teacher.
- 5.3. The scheduled review date for this policy is November 2024.

Appendix A

 Whole Class Feedback Sheet		Lesson:	Date:
Work to Praise and Share	Need Further Support How? When?		
Presentation	Basic Skills Errors		
Misconceptions and Next Lesson Notes			

Appendix B

Previous ×	
 Shout Out	 Feedback
X	
 Deeper Thinking	
X	