



Penkford School Feedback Policy

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Feedback Policy

“The main role of feedback, at least in schools, is to improve the learner, not the work. The idea is that, after feedback, students will be able to do better at some point in the future on tasks they have not yet attempted”

Dylan Williams, 2021

Aims

- To prioritise and exemplify the principles of effective feedback
- To provide guidance for the expectations of effective feedback within Penkford School
- To ensure that staff, pupils and stakeholders understand common elements of effective feedback in place at Penkford School

Principles of Effective Feedback at Penkford School

Effective feedback may ‘look’ different across each subject area at Penkford School. Our approach is to equip staff with the skills and evidence-based knowledge to understand what makes feedback effective, and then support an autonomous approach to implementing feedback measures within each subject area.

Effective feedback is based on three key principles:

1. ensuring teaching is high-quality, laying the foundations for effective feedback;
2. providing appropriately timed feedback (judged by the teacher) with a clear focus on moving learning forward; and
3. considering how pupils will receive and act upon the feedback given.

Feedback does not exist in isolation; it must be rooted in the firm foundations of effective instruction. We are sensitive to the fact that the characteristics of effective instruction may vary by key stage and subject, and as such effective feedback may ‘look’ different across key stages and subjects.

Responsibilities

- SLT will lead and give a high profile to the school’s vision for effective feedback. SLT will ensure that time is dedicated to ongoing professional development and dialogue between teachers to ensure the principles of effective feedback are understood by all staff.
- Faculty Leaders will oversee the methods of feedback being employed by teachers within their respective faculties. This will include recognising and evaluating the opportunity-costs associated with feedback approaches, particularly written feedback. Where possible, time-efficient methods should be suggested – to mitigate

teacher workload – as long as these are not detrimental to pupils' learning. The exact methods used should be decided by the teacher, but suggestions for how to make methods more manageable can be found in pages 34 – 37 of the 'Teacher Feedback to Improve Pupil Learning' Guidance report.

- Teachers should exercise their evidence-informed professional judgement, and apply the 3 principles of effective feedback, to plan a feedback approach for their subject areas.
- Students will be encouraged to take increasing responsibility for their learning including identifying what they need to do to improve as part of the effective feedback provided by teaching staff.

Principle 1: Lay the foundations for effective feedback

Effective feedback is rooted in the delivery of high-quality instruction, which includes making purposeful use of formative assessment strategies, beforehand. This will vary by key stage and subject, but there are common components such as:

- setting learning intentions (which feedback will aim towards)
- assessing learning gaps (which feedback will aim to fill)

Principle 2: Deliver appropriately timed feedback that focuses on moving learning forward

Teachers are encouraged to focus on moving learning forward, and can focus on three specific areas: the task, subject, and self-regulation. Feedback focused on a pupil's personal characteristics, or which provides vague and general comments, is unlikely to be as effective.

Effective feedback may be:

- telling pupils during an ordering task in mathematics that two items are the wrong way around and they should revisit the order and try again (**task-focused feedback**);
- explaining the need for more quotations to be used during practice of GCSE English questions and providing opportunity for pupils to try this (**subject-focused feedback**); and
- prompting a pupil to consider why their performance in a recent cricket game was less successful than a previous performance before asking them to use the feedback when practicing (**self-regulation-focused feedback**).

Less effective feedback may be:

- "I am surprised you made this mistake – you are usually so good at maths!" (Person-focused feedback)

More examples covering key stages 1-5, across a range of subjects, are included in Recommendation 2 of the EEF 'Teacher Feedback to Improve Pupil Learning' Guidance report (June 2021).

Principle 3: Plan for how pupils will receive and use feedback

Teachers should consider how feedback will be received and subsequently used by their pupils.

Strategies for ensuring pupils act on the feedback they receive could include:

- discussing the purpose of feedback. The key is to emphasise that feedback is provided because the teacher has high standards and fully believes pupils can meet them, rather than to be critical;
- modelling the use of feedback;
- providing clear, concise, and focused feedback (sometimes less is more); and
- ensuring pupils understand the feedback given.

Opportunity-cost analysis of feedback strategies

Time-efficient approaches to feedback which manage teacher workload and fulfil the principles of effective feedback will be helpful in minimising the opportunity cost of feedback.

We believe that the key principles underlying feedback are more important than the method through which it is delivered. The method is for the teacher to decide.

To support staff wellbeing, suggestions are offered which may reduce the 'opportunity cost' and workload associated with certain feedback methods. Examples include:

- coded marking;
- live marking;
- 'thinking like the teacher' (where pupils correct mistakes before handing work in); and
- verbal feedback delivered during the lesson.

See Recommendations 4 and 5 of the EEF guidance report for more information.

Marking for Literacy

Guidance on literacy development, including marking for literacy, can be found in Literacy Policy. Key points include:

- The literacy marking key/posters should be on display in all classrooms.
- Staff should encourage self/peer marking of literacy with students marking their own or a partner's work
- Opportunities to praise the effective and accurate use of literacy skills should be seized.
- Mistakes should be identified with the appropriate symbols in the margin. If no margin is available, symbols can be placed next to the error.

NB: It is not policy to indicate every single mistake in pupils' work, especially when marking the work of students who have low levels of literacy in all areas of spelling, punctuation and grammar.