



DOBWALLS PRIMARY SCHOOL

FEEDBACK POLICY

Reviewed and adopted by staff June 2021. Comments of children across the school fed into the review. Last update March 2023.

At Dobwalls, we recognise the importance of feedback as part of the teaching and learning cycle. As such, we aim to ensure that feedback is used effectively to inform assessment, enhance learning and ensure progress is made by all children. We are conscious of the workload pressures associated with in-depth written marking, and of the recently published guidance surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation, the NCETM and other 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

Furthermore, guidance produced by the National Centre for Excellence in Teaching Mathematics states that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. They also advise that best practice involves a child's next steps in learning should be part of the next lesson, rather than a marking response.

Finally, the Department for Education's research into teacher workload has highlighted extended written marking as a key contributing factor to excessive workload. As a result, alternatives to the extensive written marking have been investigated as part of STAR projects by working alongside other educational settings, research and a small-sample of action research. The result is a system which emphasizes the importance of feedback and ensures that written marking is meaningful, manageable and motivating.

Key Principles

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

- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning either verbally or by annotating in books.
- The sole focus of feedback and marking should be to further pupil's learning;
- Evidence of feedback and marking is incidental to high quality teaching and learning;
- 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;
- Written comments should only be used where they are accessible to students according to age and ability;
- 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.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that pupils are provided with timely and purposeful feedback that improves their learning. Furthermore, 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

We believe that teachers should assess work produced by children in lessons but our teachers are empowered to use the assessment and feedback most appropriate to provide the best outcomes for pupils. The outcomes of this assessment should allow them to adapt future lessons to ensure adequate challenge and support is provided in order for pupils to progress.

Within the teaching and learning cycle, feedback can occur at three common stages:

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)

We note that immediate 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 therefore focus on the provision of immediate feedback in lessons. In cases where feedback is based on a review of the work completed, teachers should focus on gaining assessments which will allow them to adapt sequences of lessons to include relevant next steps.

At Dobwalls, these practices can be seen in the following practices:

Type	What it looks like
Immediate	<ul style="list-style-type: none"> · Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. · Takes place live in lessons with individuals or small groups · <u>Often given verbally to pupils for immediate action and can result in a praise reward given e.g. Class Dojo points.</u> · May re-direct the focus of teaching or the task · May include pink and green highlighting/annotations according to the marking code, pink star stamps, signing of catch me cards and/or spelling cards.
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. This could be by sharing exemplars on a visualiser, sharing success criteria, focussed plenaries linking to the learning objectives, feedback from teaching assistants. · May take form of self- or peer- assessment against an agreed set of criteria · In some cases, may guide a teacher's further use of review feedback, focusing on areas of need

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. This could be pupil conferencing as in our English each half term to form the basis of catch-me targets. · Provides teachers with opportunities for assessment of understanding · Leads to adaptation of future lessons through planning, grouping or adaptation of tasks · May lead to next steps being set for pupils' future attention, or immediate action. <p>Please note that when time is spent on detailed marking for pupils, it is expected that pupils will have time to respond to the comments given.</p>
---------------	--

Marking Approaches

Learning objectives are to be glued into books so the LO is clear. Learning objectives are referred to as WALT (we are learning to). A DIGS is circled so all are aware of the level of support given. WALT's not expected to be written in by children.

Learning in Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In most cases, the marking code and/or pink green highlighters and pink star stamps will be used. Where pupils are unable to read/understand such comments and codes, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking comments should only be used where meaningful guidance can be offered which it is not possible to provide within a classroom session. In the case of groups of pupils having a common need, it would be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, next steps do not need to be provided as these will be present within the next lesson.

We expect staff to write neatly in children's books using good spelling and grammar. All staff are able to do this. Staff who are concerned about their spelling should use their own support word lists to aid their feedback to pupils.

High quality feedback is expected to be given by all staff.

In most cases, written comments will be focussed on extended pieces of written. These will allow pupil's achievements to be recognised and provide further guidance for future learning.

All staff use peer assessment and self-marking as a tool to support pupil ownership and promote progress.

Priority marking is a strategy we use so that PP and SEND children's books are marked first.

Next Steps Feedback

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work and further their learning. By teachers identifying errors using the agreed marking code, children will become accustomed to editing their learning and taking ownership of their next steps. This will ultimately lead to greater ownership of their work. This can be a whole lesson or part of a lesson which purely focuses on responding to given feedback. Catch-me cards and pupil conferencing are examples of next step feedback which can be found in books. Next steps are to be shared with parents on termly Parent summary feedback sheets.

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 combines use of pink and green pens, as well as marking symbols. The code is displayed clearly in each classroom.

Marking Non-negotiables

Learning objectives for core and foundation subjects to include clear LO and success criteria with space for teacher/pupil reflection and comments.

Date: 28/3/22 WALT: To plan a finding tale			<u>Level of support</u> D I G S	
To achieve this I can:	😊	😐	☹️	Teacher
Plan a story with 5 clear paragraphs				
Write ideas for a setting				
Write ideas for treasure				
What could help me next lesson?	Comment			

In KS1, live marking and instant feedback is the priority. Misconceptions are identified and correctly either within the lesson or before the next lesson or the next lesson adjusted to support progress.

In KS2, in addition to the above teachers plan time to respond to feedback as appropriate.

Note:

- If a child is absent, the WALT must be glued in books and 'absent' written.
- Over a week, we expect written outcomes in books 4/5. Over foundation units e.g. science we expect a written outcome at least 5/7.
- English – staff must use the consistent pupil conferencing template for feedback.
- Handwriting books and spelling books only need marking during the lesson by live marking.