

Planting Dreams. Nurturing Hearts. Growing Minds.



Feedback Policy

September 2021

	Courage	Friendship	Belonging	Kindness	Resilience
Respect					

'If there's a single principle teachers need to digest about classroom feedback, it's this: The only thing that matters is what students do with it. No matter how well the feedback is designed, if students do not use the feedback to move their own learning forward, it's a waste of time.'

Dylan William

What is Feedback?

Feedback is an essential part of teaching and learning. It helps children to maximise their potential, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance. Indeed, without feedback children may feel that there are no areas for improvement and this can give a false picture of their own abilities or achievements.

For feedback to be effective, *Hattie and Timperley (The Power of Feedback, 2007 – Appendix 1)* identify that it must help a child answer three practical questions:

- **Where am I going?**
- **How am I going?**
- **Where to next?**

Feedback can take many different forms as informal (day-to-day encounters between teachers, teaching assistants and peers) or formal (teachers marking and written comments, self and peer marking). Feedback is part of the overall dialogue or interaction between teacher and learner or learner and their peers, not a one-way communication. As the Education Endowment Foundation (EEF, 2016) identify:

- Feedback is information given to the learner and / or the teacher about the learner's performance relative to learning goals.
- Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal.

What are the aims of feedback?

"It is not sufficient simply to tell a student where they have gone wrong – misconceptions need to be explained and improvements for future work suggested." (Hattie, 2012 p. 147).

Effective feedback is integral to excellent teaching and learning and empowers children to be actively involved in how they are making progress. At the Whiteoak Academies, we recognise that great teachers and great teaching will use a combination of feedback strategies, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give children a clear sense of how they can improve, with children responding and making progress as a result. As the EEF (2021 p.21) state:

Feedback should focus on moving learning forward, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves.

At the Whiteoak Academies of Hannah More Infants & Grove Juniors, we aim to use feedback to:

- Help all children understand and be clear about their successes.
- Provide clear next steps and strategies to help children improve and make progress.
- Give children dedicated time to reflect upon their learning and put in effort to make improvements.
- Inform teachers' planning and assessment in order to effectively structure the next phase of learning.
- Encourage dialogue between teachers and peers.
- Encourage children to take responsibility for themselves and their work.
- Enable children's self-discipline and encourage perseverance.
- Encourage children to have a sense of pride in their work.
- Help children to correct mistakes, with a focus on English skills.

What does feedback look like at the Whiteoak Academies?

At the Whiteoak Academies, we believe feedback should provide constructive advice to every child, focussing on success and improvement in relation to learning objectives or intentions and outcomes helping to close the gap between the work completed originally and a deeper level of knowledge and understanding.

Once effective initial instruction has been delivered – and following the establishment of the learning intention and formative assessment of pupils’ understanding – teachers should then provide appropriately timed feedback, which focuses specifically on the task, subject, and / or pupils’ self-regulation strategies.

Education Endowment Foundation 2021, p.18

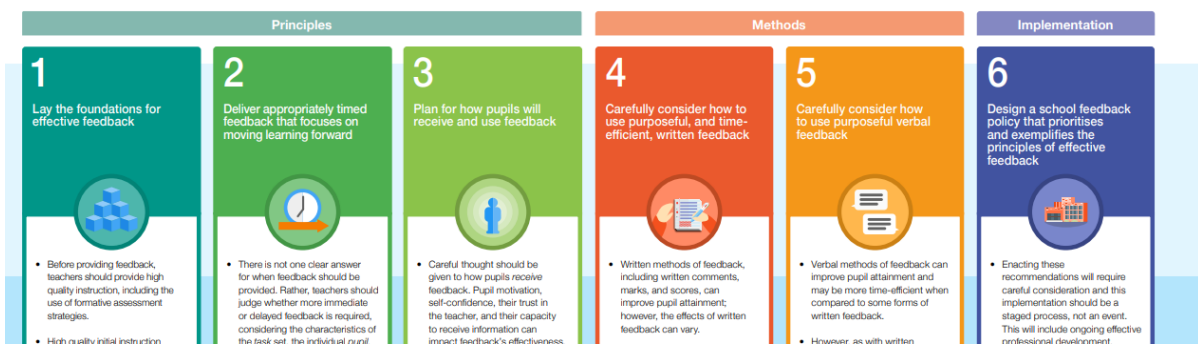
As a result, we aim to give all children regular and clear feedback which improves their understanding, knowledge and skills. This feedback is as immediate as possible and responds to the learning needs of individual children, so that they can actively engage with their feedback and respond as necessary.

A dialogue, both verbal and written, is created between the teacher and pupil and we plan to allow time for children to read any written comments and engage with their feedback. We also recognise that peer and self-marking is a valuable tool for learning, and that this needs to be well structured and planned by the teacher.

Our approach to feedback has been informed by the EEF guidance Teacher Feedback to Improve Pupil Learning and the guide to Metacognition and self-regulated learning.



TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING Summary of recommendations

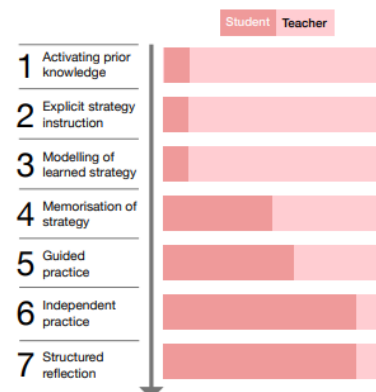


Schools and teachers should ensure that all feedback fulfils the principles of effective feedback outlined in Recommendations 1 to 3. EEF 2021, p.35

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/>

Figure 2: The five key strategies of formative assessment (Wiliam, 2018)

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1. Clarifying, sharing and understanding learning intentions and success criteria.	2. Eliciting evidence of learning.	3. Providing feedback that moves forward.
Peer		4. Activating learners as instructional resources for one another.	
Learner		5. Activating learners as owners of their own learning.	



<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/>

Verbal Feedback

Verbal feedback is the most frequent form of feedback used at the Whiteoak Academies. We recognise the importance of verbal feedback as it has immediacy and can lead to direct action and improvement. Verbal feedback will often be planned but will also occur, as necessary, in response to individual or groups of children's work and understanding within a lesson. As it takes place during a lesson, immediate verbal feedback allows teachers to adapt their teaching and give feedback at the point of teaching. Furthermore, verbal feedback may also occur as the end of a lesson or shortly after, as part of a summary or plenary. It may also involve some form of self or peer assessment.

At the Whiteoak Academies, there is no requirement to evidence verbal feedback by any code or through a stamp.

Mini-plenaries during lessons

Teachers will ask questions from the front of the class to ascertain and check understanding, or ask children to share progress in their work. Peer to peer verbal feedback is also encouraged.

Sharing plenaries at the beginning / end of lessons

Using visualisers or class iPads, children in the class can be asked to share part or all of their work. This will enable their teacher and classmates to provide verbal feedback, identifying achievements in relation to the learning objective and success criteria, and any next steps for improvement. Teachers should ensure that every child has an opportunity to share their work in maths and writing regularly.

The most effective way to do this particularly for maths and writing is often by using the class visualiser / iPad.

Group feedback

Group feedback can be used to help children reflect on their learning. Using clear guidelines, led by the teacher, children can self-assess their work. Group feedback, if appropriate, can be used as Dedicated Reflection and Improvement Time.

Self and Peer Feedback

As William (2014) states: "...the role of the learners, and their peers, is absolutely essential for productive understandings of the potential of classroom formative assessment to improve learning."

At our family of schools we recognise that, appropriate to age and current levels of attainment, it is essential that children are taught to check and edit their own learning in order to encourage their responsibility for their work. We use self and peer feedback to maximise the responsibility children take for self-checking, correcting, editing and redrafting work as well as preventing frequent errors and common misconceptions. Furthermore, dialogue about learning is an important skill that we seek to develop throughout school. As Hattie (2012, p.150) states:

"Students and their peers regarded giving and receiving peer feedback to be a potentially enriching experience because it allowed them to identify their learning gaps, collaborate on error detection and correction, develop their ability to self-regulate, including monitoring their own mistakes, and initiate their own corrective measure or strategies. A major message is that the positive value of peer feedback requires deliberate instructional support..."

At the Whiteoak Academies, teachers may plan for effective self and peer feedback by:

- 1) Clarifying the Learning Objectives and, where appropriate, Success Criteria or Steps for Success.
- 2) Helping children to understand the assessment criteria needed to achieve success.
- 3) Encouraging children to use assessment criteria to monitor their own progress towards the learning objective.

Written feedback and marking

Written marking will look different depending on age, subject and what works best for the child and teacher in relation to a particular piece of work. At our family of schools, we adjust our approach as necessary, with teachers incorporating outcomes, achievements and next steps into subsequent planning and teaching. We also recognise that there are many ways of giving feedback without using written marking as this can cause delay and have less meaning for the children. Indeed:

Teachers at the Whiteoak Academies will not need to mark every piece of work as long as both pupil voice and outcomes show that feedback is working. However, children's work, attainment and progress towards objectives must be used to inform assessment through the use of the school's tracking systems, and subsequent planning.

Although this policy aims to reduce the amount of written comments made, there is a clear expectation that teachers spend time reading children's work regularly and carefully in order to know each child's strengths and areas for development. We also recognise that misconceptions and careless errors are separate things and should be fed back using different strategies, with key mistakes marked as incorrect and sometimes without the correct answer given, dependent on the individual needs and age of the child.

Where written comments and marking codes are used (see Appendix 2), they will be focused on the learning objective or key question, the children's efforts and achievements, key English skills (such as presentation, high frequency / key spellings and punctuation), and / or as a means of celebrating progress. We aim to deliver effective marking that helps to scaffold learning and encourages children to think and engage with their feedback. We also recognise the EEF guidance (2021, p.35) which states that, *'The choice of method (written or verbal) should be left to the classroom teacher, who can better judge what is appropriate.'*

Whole class marking and editing carried out by the children

As appropriate, written answers can be marked as a class during the same lesson so that children can evaluate their own work. This will be particularly appropriate for Maths and reading comprehension activities.

Children should also be encouraged to edit and improve their writing regularly and as part of their writing loop journey. When using self-feedback, children need an explicit and clear structure, such as a rubric, to help them identify and understand their learning needs. Teachers should share success and/or assessment criteria where appropriate.

The Learning Environment

At the Whiteoak Academies, we recognise that our learning environment plays a vital role in providing feedback to our children. It is at the heart of what we do and reflects and affirms the values and ethos of our school family. We aim to use our environment to:

- Encourage children to have pride and confidence in their work and achievements by demonstrating that we value their work and learning.
- Create an environment that stimulates interest and discussion and helps to inform, guide and shape learning.
- Celebrate and recognise a child's best efforts.

Monitoring and Evaluation

Subject leaders, in consultation with the Senior Leadership Team, will monitor and evaluate the use of feedback within their subject area. This will be used to ensure that a range of feedback is given, which acknowledges the efforts of children and meets their needs as individual learners. Pupil progress meetings and Governor monitoring visits will also be used to support the judgement of feedback and marking at the Whiteoak Academies. As a result of monitoring and evaluation, best practice will drive improvement in the effective use of feedback and further raise standards across the curriculum.

This policy should be read in conjunction with the following documents:

The Whiteoak Academies School Prospectus
Special Educational Needs and Disability Policy
Teaching and Learning Policy – The Whiteoak 10
Homework Policy

Appendix 1 – The Power of Feedback (2007)

Hattie and Timperley's Model of Feedback

Purpose

To reduce discrepancies between current understandings / performance and a desired goal

THE DISCREPANCY CAN BE REDUCED BY

Teachers

Providing appropriate challenging and specific goals
OR
Assisting students to reach them through effective strategies

Students

Increased effort and employment of more effective strategies
OR
Abandoning, blurring or lowering the goals

EFFECTIVE FEEDBACK ANSWERS THREE QUESTIONS

Feed Up

Where am I going?
(The Goals)

Feed Back

How am I going?

Feed Forward

Where to next?

EACH FEEDBACK QUESTION WORKS AT FOUR LEVELS

Task Level

How well tasks are understood/performed

Process Level

The main process needed to understand/perform tasks

Self-Regulation Level

Self-monitoring, directing, and regulating of actions

Self Level

Personal evaluations and affect (usually positive) about the learner

Appendix 2 – Marking & Feedback (What does it mean?)

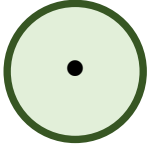
Tickled Pink – Work is correct, comments celebrating achievement and effort.

Green for Growth – Next steps and areas for development or improvement.

Pupil response – Self editing and assessment.



Work is correct.



Work is incorrect.



Work is to be corrected.



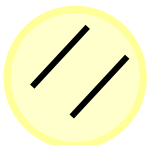
You have made a spelling mistake.



Your writing doesn't make grammatical sense.



You are missing punctuation or have made a mistake in punctuation.



You need to start a new paragraph here.

S

Supported

I

Independent