**Feedback Policy Tithe Barn Primary School**

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**Next Review October 2025**

**Feedback Policy: Tithe Barn Primary School**

*‘The major message seems to be that students-regardless of achievement level – prefer teachers to provide more feedback that is forward looking, related to success of the lesson, and ‘just in time’ and ‘just for me’, ‘about my work’ (and not about me) (Hattie, 2012, P.147). He further justifies that, ‘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)*

*‘The mistake I made was seeing feedback as something teachers provided to students. I discovered that feedback is most powerful when it is from the student to the teacher. What they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can be synchronized and powerful. Feedback to teachers makes learning visible. (Hattie, 2012)*

**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?

**Key to feedback**

As Sadler (1989) states, children must be clear about what they are doing well now, where they are aiming to get to and, more crucially, how they close the gap between the two (Black and William 1998).

When scrutinis ing feedback in school, it has been apparent that teachers might mark because they feel it is expected by school inspectors, parents or senior leaders in school. This is not the case. 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 – we would question its purpose.

**Why is feedback so important in our school?**

* It gives meaningful feedback to the child
* When done correctly maximizes learning potential
* Child is at the centre of the learning
* Helps children learn how to be the best learners they can be
* Informs planning by highlighting areas for development, enabling the child to make clear improvements
* Is integral to the planning of future lessons and informs progress assessments
* Facilitates and improves communication between learners, teachers and teaching assistants.
* It enables students to see mistakes as part of the learning process and reinforces our learning journey.

The importance of feedback is reinforced through our Learning Jungle and the learning power of ‘continuous improvement’ where children are encouraged to continue to improve by listening and responding to feedback and providing the teacher with feedback on their learning journey.

**What should feedback look like in the classroom?**

* Dialogue – everyone talking about their learning and next step improvements
* Learning continually being evaluated and adapted
* Ongoing observations of and listening to children
* Children clear about where they are now, where they need to get to and most crucially, how to close the gap between the two
* Children as active learners
* Questioning between students and adults
* Regular learning conversations within lesson with individuals, groups and whole class
* Children developing an understanding of what quality learning looks like
* Ongoing modelling or and coaching in self and peer assessment
* Children providing specific feedback to staff and their peers in relation to the learning powers from the Learning Jungle.
* 360\* feedback from children to staff regarding the lesson and how they are learning.
* Challenges being set on how learning can be improved.
* Children’s learning should be acknowledged however it does not always require in-depth marking.

**Methods of feedback**

**Verbal with written**

Through observation, class discussions and student interviews, it has been established that verbal feedback is the most effective form of feedback in helping the child to understand where they have succeeded and what they must do to improve.

The quality of the feedback is crucial: using higher order questioning, modelling and exemplification should not be reserved until the completion of a piece of work. Indeed, such feedback given whilst the work is ongoing enables the child to immediately experiment with, develop and implement the new items.

‘Students find teachers’ feedback confusing, non-reasoned and not understandable. Worse, students often think that they have understood the teacher’s feedback when they have not, and even when they do understand, claim to have difficulties in applying it to their learning’ (Goldstein, 2006; Nuthall, 2007 in Hattie, 2012 p.137)

**Verbal**

We do not require teachers to write ‘VF’ in books where verbal, on the hoof feedback has been given, but students should be able to articulate how they can improve that piece of learning or apply it to another piece.

**Written marking notes**

This should be used with caution. We have discussed the use of praise within this and ensuring we only praise effort when it is linked to achievement. 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 – if comments are not read by the child, there is no purpose for them at all, unless they are intended for another adult who would find them useful. NOTE: if followed by verbal feedback and explanation, its benefit can be enhanced.

**Child-led feedback**

The following forms of child-led feedback are vital. In every class, however, these types of feedback must be explicitly taught, reviewed and become an integral part of the learning process.

**Self-marking**

Completed within lessons, self-marking provides children with immediate feedback enabling them to correct work, check methodology, seek advice or support and make improvements while the objective and process are most relevant. We encourage daily mathematics self-marking to take place, giving the teacher time to use this feedback to plan the following lesson effectively.

Marking their own work allows time to reflect upon their progress towards achieving personal targets helping them to take control of their learning. For effective self-review to take place, they should review their work against success criteria. This also gives an opportunity to reflect on their learning, thinking through the learning traits that were necessary.

**Peer feedback**

Provides opportunities for children to write for a different audience consider their own targets in more detail, develop the language of learning required to progress in their own targets and to see the work of others, exposing them to exemplification of higher standards of work.

‘Students and peers regarded giving and receiving feedback to be a potentially enriching experience because it allowed them to identify their learning apps, collaborate on error detection, develop their ability to self-regulate, including monitoring their own mistakes, and initiate their own corrective measures or strategies. A major message is that the positive value of peer feedback requires deliberate instructional support (such as the use of Gan’s model) of the three major feedback levels and associated prompts for each level. (Hattie, 2012, P.150)

**Green Pens**

Where appropriate, children respond to all types of feedback by improving their work, indicated by use of the ‘green pen’. They are also encouraged to use a green pen to edit their work, to highlight the importance of the processes involved.

**Fix it time**

Time should be provided within lessons for children to respond to feedback, this could be following verbal feedback from a teacher or a peer or whole class review of learning using the visualiser. These learning discussions can have a huge impact on children in supporting them improving their own learning. Alternatively time to review and revisit feedback and learning can be provided in the next lesson.

**Mistakes**

Effective feedback enables students to see mistakes as part of the learning process and reinforces that they are on a learning journey. Through feedback children’s mistakes are identified, supported and utilised to develop children’s learning.

**Ongoing research**

We are continuing to experiment with different ways of improving the effectiveness of feedback. In particular, methods are being explored, analysed and developed to maximize opportunities for different types of verbal, in the moment feedback with each lesson and to use technology including Goggle Suite as an integral part of teaching and learning.

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