

BROOMFIELDS JUNIOR SCHOOL



FEEDBACK POLICY

2022-2023

DOCUMENT STATUS

| Version | Date | Action |
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| 1 | July 2022 | New Policy – agreed by Governors June 2022 |
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Feedback Policy

Rationale:

- To ensure that effective feedback successfully impacts pupil progress
- To create a feedback policy that puts the relationship between pupils and teachers at the heart of it.
- To reduce workload and make feedback purposeful.
- To give pupils immediate feedback as close as possible to the point at which the work was done as this maximises progress

Broomfields' Key Principles:

1. The sole focus of feedback should be to further children's learning; it should respond to the individual needs of the children to make progress.
2. Feedback should empower children to take responsibility for improving their own work and make a difference to them both academically and personally, emotionally and socially; it should be motivational.
3. Discussing learning and checking work informs future planning of lessons
4. Children should receive feedback from all adults across the school either within the lesson itself or in the next appropriate lesson to identify next steps.
5. Effective peer and self-assessment develop reflective and metacognition skills
6. Feedback should be manageable for both the child and the teacher

Feedback is a part of the school's wider assessment processes which aims 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 children are provided with timely and purposeful feedback that furthers their learning, and that teachers can gather information that enables them to adjust their teaching both within and across a sequence of lessons.

At Broomfields Junior School we recognise that providing high-quality feedback to pupils is integral to effective teaching. It's important that there is a consistent approach throughout the school. Equally, gathering feedback on how well pupils have learned a topic is crucial in enabling teachers to address any misunderstandings and provide the right level of challenge in future lessons. Regardless of what teaching and learning activities are being undertaken, oral feedback is key to learning and progression.

This policy has been written with an understanding of the Government's 2014 Workload Challenge and the 2016 report of the independent Teacher Workload Review Group.

*"The first fundamental principle of effective classroom **feedback** is that **feedback** should be more work for the recipient than the donor. The shorter the time interval between eliciting the evidence and using it to improve instruction, the bigger the likely impact on learning."* Dylan William

Pupil articulation of learning:

Children should be able to answer the following questions:

- What am I learning in this lesson?
- What skills / knowledge am I learning in this lesson?
- Why am I learning this (what is the outcome) and how will it help me?
- How will I know that I have been successful in this learning?
- What feedback have I received and how will it help me improve?

Teachers should evaluate and reflect on their lessons:

- Were there successes to engage the children?
- Was the learning challenging?
- What are all the adults doing to help learning in the classroom?
- What didn't work in the lesson and what will I need to change for the next lesson?
- How did my feedback support each child to progress?

Providing Purposeful and Meaningful Feedback to pupils at Broomfields:

Feedback should give a deeper understanding or improvements in children's work. We know that pupils make the most gains in lessons when feedback is immediate and misconceptions are addressed at the point of learning. Therefore, we have adopted a 'responsive teaching assessment for learning' feedback approach as a strategy. We respond to the needs of the individual. Live marking is a strategy for providing immediate feedback.

Throughout independent learning stages of a lesson, the class teacher and teaching assistants (if available) will use their time to support and guide individuals or groups of pupils as misconceptions occur, or further challenge or support is required. This may lead to fluidity in attainment groupings within lessons so that the needs of all children are met.

Instant and responsive interventions will be used within a lesson and are delivered by teachers or teaching assistants. These may take the form of a pre-teach, in-lesson intervention and/or a post lesson intervention showing the children the successes they have achieved and giving extra direction to support or challenge learners.

Feedback Strategies:

Strategies teachers might use within their class are:

- Talk partners (A and B so that all children can discuss their thoughts), no hands up approach, cold calling (if appropriate for the individual), open and closed questioning to deepen understanding and ABC questioning (AGREE, BUILD and CHALLENGE) to ensure that all pupils are involved in the feedback process.
- Daily, weekly and termly reviews support assessment of the children's understanding. These are based on the previous session's objectives to ensure that the children understand the steps to success. This then informs planning, groupings for the next day, week and term. It informs teachers of the prior knowledge so that the lesson can be designed around the needs of every child.
- Peer and self-assessment. The children will be taught to mark accurately, honestly, linked to the objective and success criteria.
- Basic skills errors will be marked when seen, and children will be given time to reflect and edit their learning through peer assessment, self-assessment and adult feedback to build on their learning.

Addressing Teacher Workload:

At Broomfields Junior School all work will be looked at; however, due to the 'responsive teaching approach' that has been given, there is no expectation for written feedback in books, but this may be used when appropriate. A lengthy next step comment is not necessary as misconceptions will be addressed in the next lesson or when appropriate. Equally, further challenge can be addressed in the next lesson as well. Teachers may use 'whole class feedback sheets' to record their observations and support the teaching of subsequent lessons, or as a whole class or group feedback tool. ***See Appendix 1.***

Teachers may also comment on the pupils' outcomes and next steps on their planning

Where teachers provide written feedback to support learning, the marking policy is used, and children should understand the codes and how to use them to improve their work. ***See Appendix 2.***

Practical Activities:

As part of enriching our children's learning experiences, learning may take place through practical activities, which may result in no written recording. If a practical activity takes place, then it may lead to written work at the next opportunity or a reflection example. Photographs can be added to books to provide evidence and to support pupils with recall when they look back in their books.

Progress and attainment:

Progress and attainment will be evaluated by SLT and subject leaders on a termly basis and they will report back to the Senior Leadership Team and the whole staff. Subject leaders and SLT will conduct termly book looks and learning walks to monitor the 'Feedback Policy' and support the review stage.

Stages and opportunities for formative assessment

1. Teacher reviews learning
2. Teacher explains and questions
3. Teacher models
4. Teacher checks for understanding
5. Pupil engages in guided practice with scaffolding as needed
6. Scaffolding and support is gradually withdrawn
7. Student engages in independent practice
8. Student becomes fluent

Assessment For Learning strategies

Five Principles of Assessment for Learning

1. Start from where the learners are
2. Pupils must understand the learning objective
3. Pupils need to be active in the process
4. Pupils need to be able to talk about their ideas
5. Feedback must focus on how pupils can improve

Ways in which this can be achieved

- Monitor the quality – tracking, not watching
- Cold calling
- Exit tickets
- Daily, weekly and termly reviews with pupils
- Questioning
- Written and verbal feedback
- Whole class feedback books
- Think, pair, share
- Traffic lights
- Peer and self-assessment
- Kagan Strategies
- Make a difference time (MAD time)
- Teachers to group books into different piles with post its of next steps for each pile

Appendix 1: Example of whole class feedback sheet:

NB: teachers can note their whole class feedback on whatever format works individually – in planners, in a special book, on planning – the format below is just an example.

Lesson:**Date:**

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| Next Steps in learning/progression: | Misconceptions/errors: | |
| | Further support: (When? How? who with?) | |
| | Spellings/vocabulary: | |
| Good examples: | Presentation issues: | Incomplete: |
| | | Absent: |

Appendix 2: Marking Codes:


- Children's corrections and/or reflections are written in purple pen (make a difference time)
- Red pen is used by adults for incorrect answers, misconceptions and/or basic skills errors to develop.

Progressive marking strategy

NB: The type of progressive marking chosen, depends on the child's ability and level of understanding

- Underline the error: explicitly show where the error is but do not disclose what it is. Children must attempt the correction or spot the mistake.
- Spot the dot: a dot in the margin – there is an error on this line. Children must correct.
- P for perfect the paragraph: pupils to read back through and edit/change. Can apply to all subjects.

(At times these may not be applicable and re-teaching needs to happen through modelling and extra scaffolding)

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|  V.F Or a stamp | <u>Verbal Feedback</u> – you have discussed your work with an adult and know what to edit from the conversation. |
| W.S Or a stamp | <u>With Support</u> – You have worked on this piece of work with the help of an adult. |
| CL | <u>Capital Letter</u> - You have forgotten to use capital letters so you need to check your work carefully to spot where they are required. |
| P | <u>Punctuation</u> – You have made a mistake when punctuating your work. Read your sentence and put the correct punctuation in. |
| SP | <u>Spelling mistake</u> – either you have made these marks to check a word in the dictionary later or an adult has found a mistake and you need to find the correct spelling. You need to write the corrected spelling out three times at the end of your work |
| // | <u>New paragraph</u> – You need to miss a line and create a new paragraph where you see these lines. |
| ? | <u>Misunderstanding</u> – If you see this mark it means your sentence doesn't make sense or the adult is not sure what you mean. Re-read your work and edit it carefully so it is clear. |
| ^ | <u>A missed word</u> – This mark shows a word is missing in your sentence. Re-read the sentence and put the missing word in. |
| t | <u>Tense</u> – This will show if your writing has been written in the wrong tense. Edit your work to ensure the correct tense is being used. |

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| <i>H</i> | <i><u>Homophone is incorrect</u> – you have the correct word but the wrong spelling, use the dictionary to correct this.</i> |
| <i>T</i> | <i><u>Target</u> - If an individual target is needed at the end of a piece of work</i> |