

Hunstanton Primary School



Feedback Policy

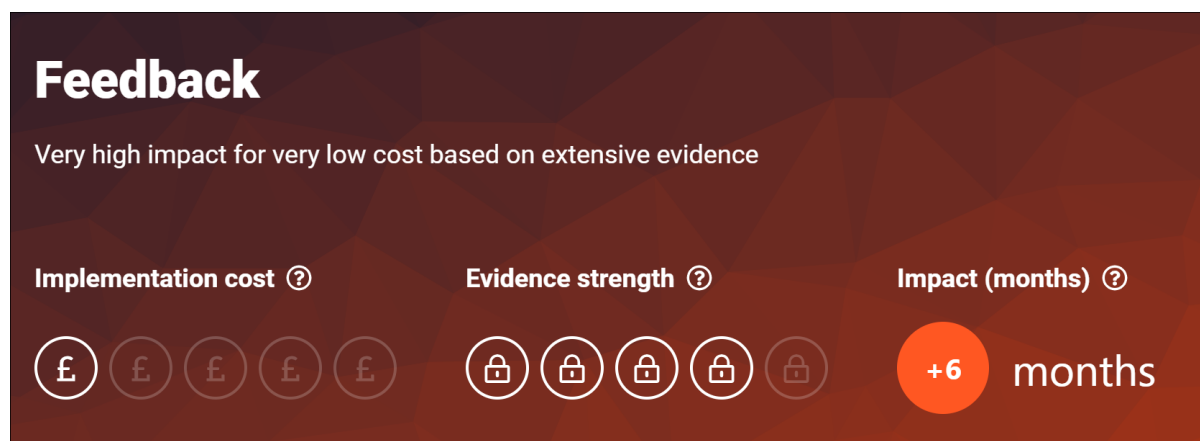
Approved by:	Governing body
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Introduction

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. At Hunstanton Primary School, we recognise that feedback is an integral part of the teaching and learning cycle. The sole purpose for giving feedback to children is to advance pupil progress and outcomes. In the Education Endowment Foundations' report, 'Teacher feedback to improve pupil learning,' it says that feedback done well supports pupil progress, building learning, addressing misunderstanding and **thereby closing the gap between where a pupil is and where the teacher wants them to be.** As set out in the Summary of recommendations by the EEF, we understand that high quality teaching will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions and to assess learning gaps.

Evidence informed principles are the heart of this policy and through following the recommendations in these documents, we aim to maximise the effectiveness of feedback in our practice. Careful thought has also been given to teacher workload when forming this policy in line with the recommendations from the 'Eliminating unnecessary workload around marking' document by the Workload Review Group March 2016.

We understand that there is no 'one-size-fits-all' approach and we have tried to strike a balance between a consistent approach whilst trusting teachers to focus on what is best for their pupils and circumstances.



This policy will:

- Promote high quality feedback for pupils throughout the school
- Provide an approach to marking that is manageable and effective
- Provide consistency across the school through shared expectations

Key Principles

We believe that marking and feedback should be:

- meaningful, manageable and motivating
- timely and purposeful
- specific, accurate and clear
- encourage self-reflection
- an interaction between teacher and pupil
- addressing misconceptions and gaps in learning
- linked to the learning objective
- used actively by the pupil
- planned carefully

Meaningful: marking varies by age group, subject and what works best for the pupil and teacher in relations to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the other overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes, short, challenging comments or oral feedback are more effective. If the teachers are doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

We understand that planning for how pupils will receive and use feedback is key to success. Pupil self-confidence, their trust in the teacher and their capacity to receive information can impact on feedback's effectiveness. Therefore, teachers should implement strategies that encourage learners to welcome feedback.

Types of marking/feedback

There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers.

Feedback comes in different forms including:

- Written comments
- Verbal comments
- Self-assessment
- Peer assessment

It also may be delivered on a 1:1, group or whole class basis.

Verbal feedback

Verbal feedback (a conversation with the child) is the most immediate and in many cases the most effective form of feedback we can give pupils. It is also more time-efficient. While the purpose of feedback remains consistent across all years, the type of feedback given will vary depending on the age of the children. In particular, feedback given in EYFS and Year 1 is predominantly immediate, verbal feedback. When working with very young children, feedback given later in time has little or no impact.

Written Feedback

We are aware that the impact of written feedback can vary. This form of feedback also needs to be used with care due to impact on teacher workload. Written feedback may be effective if it follows high quality foundations, is timed appropriately focused on the task, subject and/or self-regulation and then is used by pupils (EEF, Teacher Feedback to improve Pupil Learning Summary of recommendations).

Self and Peer Assessment

At Hunstanton Primary School we aim to implement strategies that encourage learners to welcome feedback (EEF report: Teacher feedback to improve learning, 2021). Children are given regular opportunities for self and peer assessment. This creates an ethos of collaborative learning. Children should be taught how to use peer assessment and self-marking to evaluate and improve each other's work. This should be scaffolded by teachers to ensure that children know what a good one looks like and that children are clear about success criteria.

How we mark at Hunstanton Primary

- Live Feedback
- Whole class Planned Feedback (end or start of lesson)
- Whole class, group, individual successes and concerns
- Peer feedback, self-evaluation, green pen, pupils given time to reflect on work at end or start of each lesson
- Written marking – teachers to acknowledge presentation, grammar, spelling as well as reference to Learning Objectives and content.
- consideration given to age and specific child when identifying spellings to be corrected
- Written feedback is given in pink coloured pen
- Pupils use pencil or black pen
- Pupils respond to written feedback using a green pen (primarily in KS2)
- Peer marking will be carried out by pupils in green pen
- Pupils will be encouraged to edit their work and identify spellings that they recognise as incorrect.
- In KS2, pupils have a spelling book to record spellings commonly spelt incorrectly in their work
- When work is guided or supported by an adult, this will be noted on the work.

Symbols agreed:

Dot in the margin or underlined word to correct (depending on the ability)

If a spelling is incorrect and the teacher has taught that spelling and considers the child ought to be able to spell the word, child can copy the word three times at bottom of page and in KS2, add to their spelling journal.

Monitoring the impact

Evidence of feedback can be found by talking to the teacher and pupils about learning and targets. This should also be observed in book looks, e.g. is a mistake has been made and highlighted by the teacher to the pupil, you would not expect to see it being repeatedly made throughout the book. Lesson observations, learning walks, informal/formal meetings with teachers, pupil interviews and book scrutinies will show impact of marking.

Reference Documents

A Marked Improvement: a review of the evidence on written marking by the EEF

Eliminating unnecessary workload around marking by the Independent Teacher Workload Review Group

Teacher Feedback to Improve Pupil Learning by the EEF