

All things are possible for one who believes (Mark 9:37)

St Georges Church School & Nursery

Feedback Policy

Based on **TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING & WALKTHRUS** by Oliver Caviglioli and Tom Sherrington

St Georges provides ongoing professional development to enable the implementation of this guidance.

Intent:

The aim of these principles is to close the feedback loop so that pupil learning can progress.

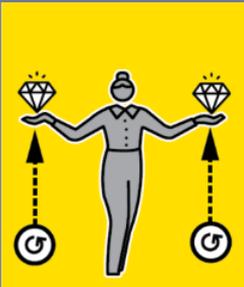
Feedback for pupils will:

- Always be kind, specific and helpful.
- Be appropriately timed.
- Be given through an appropriate strategy for the learner or the task and will be given through a variety of strategies that are suited to them. (EEF)
- Enable children to grow towards the Learning Intention through actions or metacognition. (EEF)
- Help to close a gap in the children's understanding of the Learning Intention. (EEF)
- Encourage, motivate and allow opportunities for the feedback to be applied successfully.

Implementation:

Feedback as Actions (Walkthrus)

Moving the learning forwards will form the basis of the feedback provided to our learners. Through a range of formative assessment strategies teachers consider the gaps and how a learner can achieve each Learning Intention. This informs their use of feedback throughout a lesson or learning sequence to improve the children's understanding.

				
1 REDRAFT OR REDO	2 REHEARSE OR REPEAT	3 REVISIT AND RESPOND TO MORE QUESTIONS	4 RE-LEARN MATERIAL AND RE-TEST	5 RESEARCH AND RECORD
Give opportunities to improve a piece of work by repeating it one or more times, taking on board ideas about how the work could be done to a higher standard.	Students improve their confidence and fluency, rehearsing explanations or performance, improving through repetition and rehearsal.	Reteach key elements where common errors are occurring, then set a fresh set of questions to respond to.	Identify which specific details students found hard to recall then engage in one or more specific retrieval practice activities.	Feedback can be that students should increase the scope of their ideas by doing focused research online or from books, recording their findings.

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Methods of Feeding Back

Verbal feedback

Visualisers are available for use to deploy whole-class feedback. Instead of discussing pupils' work individually with each of them, teachers can use visualisers to share and collectively discuss examples of work. Video and audio recordings may also be used for pupils to access feedback.

Live Feedback

This involves moving around the room, reviewing work, and giving instant feedback, only writing in books as required. It should not be solely concerned with features such as spelling and punctuation errors in order to support pupils' self-regulation. When live marking is accompanied by verbal feedback, pupils can better understand what the feedback means and are able to act on it rather than struggling with the intended meaning of the teachers' written feedback.

Same Day Intervention

There are opportunities in the timetable for teachers to employ SDI in Maths and now in reading. A 'progress pitstop' takes place, where teachers mark pupil responses while pupils complete Daily Mile or are supervised by a Teaching Assistant (TA) during independent reading. The teacher uses the assessment to separate the class, providing additional instruction or scaffolding to support and challenge for others.

Written Feedback

Teachers provide written feedback: "Pink for think!"

All book work will be read and responded to by an adult. Written feedback will include an indication next to the Learning Intention that responds to whether the learner has met the learning aims:

	You have shown that you are able to achieve the Learning Intention independently.
	You have shown that you are able to achieve the Learning Intention with additional support.
	You have shown that you are working towards achieving the Learning Intention.
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Children Responding to Further Written Feedback: "Green for Growth!"

Children should be given an appropriate amount of time to respond to their feedback in green pen and allow their learning connections to grow by following the actions from their feedback. This is true of any feedback that requires the child to complete an action and should be planned for by teachers when necessary.

Subject Specific Feedback

Maths, SPaG and other subject Feedback:

Following a correct answer. ✓

REDO: Following an incorrect answer that should be reattempted by the pupil. →

RELEARN: Following an incorrect answer that needs further adult instruction to be corrected by pupil. ●

Keep-up discussion with an adult should be given to pupil.

FEEDBACK AS ACTION: → written comments – may be used following a written piece to provide moving on comments or next steps.

English Written Tasks:

REDRAFT: Marking for Editing

Children will be encouraged to "SPOT check" their writing for errors. Teachers will SPOT check a piece of writing at least once a week and provide time for children to respond in green.

This could be a complete piece or focus on a single section of the writing as would suit their needs. Codes for correcting their own written work:

Code	Error	Guidance
Sp in margin	Spelling to edit	For a spelling you would expect to be correct or easily corrected with word mat/dictionary (3 max.)
P in margin	Punctuation to edit	For punctuation you would expect to be correct.
○	Capital to edit	Circle the incorrect letter.
T in margin	Tense/verb to edit	
^	Missing word to add	Arrowhead below line where word is missing.
? in margin	Doesn't make sense	

FEEDBACK AS ACTION: → written comments – may be used following a written piece to provide moving on comments or next steps.

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Year 2 and Year 6 Writing Moderation*

For the purposes of Year 6 Moderation, the marking codes will differ from January. This written feedback will be less directed and allow children to correct mistakes without prompting or support.

Impact

Monitoring and Evaluation of All Feedback

Book Looks, Pupil Voice and Progress will provide evidence for an evaluation of the impact of the feedback we provide.

Written feedback should be monitored for its impact on teacher workload. This has been monitored over the last half term through online questionnaires and informal discussions. It will continue to be monitored in Term 2.