



St Michael & St John's RC Primary School

Feedback for Learning Policy

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

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Responsible Leader: Headteacher and Senior Leadership Team

Approved by: Governing Board St Michael & St John's RC Primary School

Rationale

This policy complements the Teaching and Learning Policy and reflects the school's commitment to high-quality teaching, adaptive teaching and evidence-informed practice.

Feedback is one of the most powerful ways to improve pupil learning when it is used effectively. Feedback should help pupils understand what they have learned, identify misconceptions and know how to improve. It should be an integral part of teaching rather than a separate activity that takes place after learning has happened.

At St Michael & St John's, feedback is viewed as a continuous process of checking understanding, responding to pupils' needs and adapting teaching to enable all pupils to succeed.

This policy is informed by the Education Endowment Foundation's *Teacher Feedback to Improve Pupil Learning* guidance report and current best practice in adaptive teaching.

Aims

The aim of feedback is to improve pupil learning.

Effective feedback:

- identifies what pupils know, understand and can do;
- addresses misconceptions and errors;
- helps pupils move learning forward;
- develops pupils' independence and self-regulation;
- informs future teaching and learning;
- supports high expectations and achievement for all pupils.

Principles of Effective Feedback

At St Michael & St John's, feedback is based on the following principles:

Feedback is part of high-quality teaching

Feedback is most effective when it builds upon clear learning intentions, carefully sequenced learning and effective formative assessment.

Feedback supports adaptive teaching

Teachers continuously gather information about pupil understanding and use this to adapt teaching, support learning and address misconceptions.

Feedback focuses on improvement

Feedback should help pupils understand how to improve their learning rather than simply evaluate performance.

Feedback is timely

The most effective feedback is often provided during learning when pupils can immediately act upon it.

Feedback is meaningful, manageable and motivating

Feedback should have a clear purpose, be proportionate to the task and encourage pupils to engage positively with learning.

Feedback requires a response

Feedback only has an impact when pupils understand it and are given opportunities to act upon it.

Feedback promotes independence

Pupils are supported to reflect on their learning, identify strengths, recognise misconceptions and take increasing responsibility for improving their work.

Feedback maintains high expectations

All pupils, including disadvantaged pupils and pupils with SEND, are expected and supported to make progress in their learning.

Feedback and Adaptive Teaching

Adaptive teaching is a central feature of effective classroom practice.

Teachers continually check pupils' understanding through:

- questioning;
- discussion;
- observation;
- mini whiteboards;
- retrieval practice;
- self-assessment;
- peer assessment;
- independent work;
- verbal responses;
- assessment activities.

The information gathered is used to make informed decisions about what happens next.

Teachers may:

- reteach a concept;
- provide additional models or examples;
- adjust the level of challenge;
- provide scaffolds or prompts;
- increase support;
- extend learning;

- revisit previous learning;
- address misconceptions before moving on.

Where possible, misconceptions should be addressed during learning rather than waiting until work has been completed.

Feedback therefore informs both immediate teaching decisions and future planning.

Feedback Within the Teaching and Learning Cycle

Effective feedback is embedded within classroom practice.

Teachers will:

- share clear learning intentions and success criteria where appropriate;
- use formative assessment throughout lessons;
- check understanding regularly;
- identify misconceptions and barriers to learning;
- adapt teaching in response to pupils' needs;
- provide opportunities for pupils to respond to feedback and improve their work;
- use assessment information to inform future planning.

Feedback Approaches

There is no single preferred method of feedback.

Teachers will use professional judgement to determine the most effective approach for the learning taking place.

1. Live Feedback

Live feedback is the school's preferred feedback approach because it enables immediate improvement and supports responsive teaching.

Live feedback may include:

- verbal feedback;
- conferencing;
- questioning;
- modelling;
- guided practice;
- worked examples;
- annotation;
- immediate correction of misconceptions;
- teacher and teaching assistant interactions.

Live feedback may be recorded in a range of ways, including:

- brief annotations in books;
- verbal feedback codes where appropriate;
- notes on planning;
- pupil responses;
- observation records.

2. Whole-Class Feedback

Whole-class feedback may be used when common strengths or misconceptions are identified.

Teachers may:

- revisit learning;
- provide additional examples;
- clarify misconceptions;
- celebrate effective learning behaviours;
- adapt future teaching.

Whole-class feedback often provides efficient and effective support for all learners.

3. Written Feedback

Written feedback will be used when it is the most appropriate method for supporting learning.

Written feedback should:

- focus on the intended learning;
- be specific and actionable;
- identify misconceptions where appropriate;
- support pupils to improve their work;
- avoid unnecessary workload.

Teachers are not expected to provide lengthy written comments on every piece of work.

Not all feedback will result in written evidence. Much of the most effective feedback occurs through verbal interaction, questioning, modelling and responsive teaching during lessons.

Where appropriate, pupils will respond to feedback using purple pen. This allows pupils to edit, refine and improve their work, correct misconceptions and demonstrate their learning. Time will be provided within lessons for pupils to respond to feedback and apply improvements independently.

Feedback in EYFS

Is predominantly immediate, verbal and practical in nature. Adults respond to children's interactions, play and learning in the moment, modelling language, extending thinking and addressing misconceptions. Observations and interactions inform future provision and teaching. Feedback supports children's communication, confidence and independence and is adapted to individual developmental needs.

Self-Assessment and Peer Assessment

Pupils should be actively involved in the feedback process.

Teachers will teach pupils how to:

- evaluate their work against success criteria;
- identify strengths;
- recognise areas for improvement;
- give constructive feedback;
- reflect on their learning.

Peer assessment will only be used when pupils have been appropriately trained and clear success criteria are in place.

Where peer assessment is used, pupils will respond respectfully and constructively.

Acting on Feedback

Feedback only becomes effective when pupils use it.

Pupils will be given opportunities, where appropriate, to:

- improve their work;
- correct errors;
- address misconceptions;
- practise new learning;
- deepen understanding;
- apply feedback independently.

Teachers will build purposeful opportunities for pupils to respond to feedback within lessons and sequences of learning.

English

Feedback in English will focus on improving pupils' ability to communicate effectively through speaking, reading and writing.

Teachers will:

- provide live feedback throughout the writing process;
- support pupils to edit and improve their work;
- focus feedback on the intended learning;
- teach pupils how to evaluate and improve their own writing;
- balance feedback on composition, vocabulary, grammar, punctuation and spelling according to the learning focus.

Spelling feedback should focus on:

- statutory spelling expectations;
- common exception words;
- previously taught spelling patterns;
- errors that pupils are likely to be able to correct and learn from.

Reading feedback will predominantly take place through:

- discussion;
- questioning;
- conferencing;
- guided reading sessions;
- verbal feedback.

Mathematics

Feedback in mathematics will focus on securing conceptual understanding and addressing misconceptions.

Teachers will:

- identify misconceptions through ongoing assessment;
- provide timely feedback during learning;
- use questioning to probe understanding;
- adapt teaching when misconceptions emerge;
- distinguish between careless errors and conceptual misunderstandings.

Where misconceptions are identified, teachers may:

- provide immediate correction;

- reteach concepts;
- model alternative approaches;
- use additional representations;
- provide targeted intervention.

Pupils should be encouraged to explain their thinking and reasoning as part of the feedback process.

Foundation Subjects

Feedback in foundation subjects will focus on the specific knowledge, skills and vocabulary identified within the curriculum.

Teachers will:

- provide feedback relevant to the learning intention;
- address misconceptions;
- support pupils to improve future learning;
- develop pupils' subject-specific knowledge and understanding.

Where extended writing occurs, teachers will use professional judgement when addressing grammar, punctuation and spelling alongside subject-specific learning.

Roles and Responsibilities

Teachers and Teaching Assistants

All adults working with pupils are responsible for:

- checking understanding;
- providing timely feedback;
- responding to misconceptions;
- supporting pupils to improve;
- adapting teaching in response to assessment information.

Pupils

Pupils are expected to:

- engage positively with feedback;
- respond to feedback when appropriate;
- reflect on their learning;

- take increasing responsibility for improving their work.

Leaders

Leaders will monitor the effectiveness of feedback through:

- lesson visits;
- pupil discussions;
- work scrutiny;
- assessment information;
- professional dialogue.

Monitoring will focus on the impact of feedback on learning rather than compliance with specific marking methods.

Monitoring and Review

The implementation of this policy will be reviewed through ongoing monitoring and evaluation of teaching, learning and pupil outcomes.

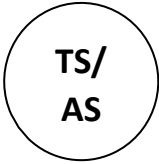
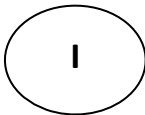
The policy will be reviewed every two years or sooner if national guidance changes.

Related Policies

- Teaching and Learning Policy
- Assessment Policy
- Inclusion and SEND Policy
- EYFS Policy
- Presentation Policy
- Curriculum Policies
- Subject Leader Policy

Appendix A

Marking in all subjects - Symbols and Marking Code

	Teacher Support /Adult Support – Indicates that significant teacher support was provided during the learning. Notes may be written in the child's book at the time. The teacher will initial the piece of work.
	Independent – Indicates that the child has worked independently in this lesson.
 © Matthew Lee 12/2018	A Tick through the LO indicates that the child has met their learning objective at the level expected of them.
VF	Indicates verbal feedback has been provided to the child.
Stampers and Stickers	Used as appropriate to indicate that there is an aspect of the work (at that child's level), which is highly noteworthy and will be praised/shared as an example of good practice for everyone.
	Next Step indicates that the child needs to edit/correct their work, needs more support from an adult or be provided with an additional challenge. With young children it may be that they need to practise letter or number formation.

Team Points and Dojos will be denoted as appropriate.

Appendix B :

Self & Peer Evaluation Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked

I learned...

I think I will...

I never knew...

I discovered...

I was surprised...

I still wonder...

I have learnt....

Next time I could.....

I now know.....

I found..... difficult because.....

I solved..... by.....

The best example of is

I like the way you.....

..... is effective because.....

You could make your work better by

Have you thought about.....

If we look at the success criteria we can see.....

Next time you could.....

Peer Assessment Agreement

We agree to:

- be respectful and kind;
- celebrate strengths in learning;
- focus on the success criteria;
- provide helpful suggestions for improvement;
- listen to feedback from others;
- use positive language;
- support each other to improve.