

# ST. VINCENT DE PAUL CATHOLIC PRIMARY SCHOOL



## FEEDBACK POLICY

### Mission Statement

*"We are called to be the hands and face of Jesus as we learn,  
love and grow together"*

Reviewed: Autumn 2021

Next review: Autumn 2023

Reviewed by the Teaching and Learning Committee

Ratified at Full Governing Body meeting

Signature:



Chair of Governors

Date ratified: 14<sup>th</sup> October 2021

## **FEEDBACK POLICY**

We define feedback as verbal, written and non-verbal response to a pupil outcome, verbal, written or non-verbal. The sole focus of feedback and marking should be to further children's learning as proactive participants in the process.

### **Key principles**

- Feedback is a key part of the never-ending plan, do and review cycle of learning and is used by teachers to further adapt teaching. It is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress. All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning
- As a school, we place considerable emphasis on the provision of immediate feedback, and this is fundamental to our whole school approach to learning based on the Learning Pit model and 17 Learning Behaviours. Children are encouraged to be **Resilient, Resourceful, Reflective** and **Reciprocal** in their approach to life, learning and challenges.
- Feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. Feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is a wider response than "traditional marking" of written work. Written comments should only be used where they are accessible to students according to age and ability, and are intended for the pupil and teacher to move learning forward

### **Feedback has an ultimate aim of nurturing these core skills as children progress from Early Years to Year 6:**

- Developing metacognitive strategies - methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking' and learning journey
- Promoting self-regulated learners – where learning is guided by metacognition, strategic action (planning, monitoring, and evaluating personal progress against a standard), and motivation to learn. Self-regulated learners are successful because they control their learning environment.
- Developing a culture of self-efficacy - one's belief in the ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges.

### **Feedback should be constructive, supportive and framed positively.**

It will:

- Highlight strengths and identify any gaps in knowledge or misconceptions in order to help students become "unstuck" and develop their understanding by taking them deeper into their learning and co-construct a better understanding
- Use error as a learning point through which children can improve the way they perform a task or piece of writing.
- Be timely, manageable for staff, meaningful and motivate the students to act
- Inform future curriculum plans and staff professional development

- Help the **pupil to** progress not the work itself
- Be clear and offer opportunities to support learners

### **Feedback and marking in practice:**

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. All subjects need feedback but this may be in different ways related to the area. It must be proportionate to the subject and timings with core subjects having more time and frequent feedback.

#### **As such, we use**

- Effective and purposeful questioning which stimulate thinking
- Self-assessment and peer assessment
- time allocated for pupils to respond
- clear learning objectives which are shared with learners
- teacher reflection and review of lessons to inform subsequent teaching

### **Teaching should:**

1. Seek a higher number of formative responses from students
2. Use summative assessment ... but the **curriculum** must be the driver not reporting
3. Promote learning across all subjects and develop the whole student
4. Embed oracy and numeracy to unlock students' confidence
5. Recognise success and opportunities to improve, where feedback underpins good behaviour.

### **Marking**

Live marking is encouraged and responsive as instant feedback is most effective. When work is reviewed, it may be acknowledged in books or shared as class verbal feedback and evidenced in other ways, such as improvement or pupil explanation or modelling to the class feedback, especially in the older years. Learners' response can be evidenced by improvement and/or pupil comment e.g. "*What I have found out / challenging/ need to do next*".

Feedback in the moment is key to EYFS, where recording is focused on the process of learning not so much as the outcome in order to facilitate Next Steps.

Time annotating work for eyes other than the pupil or teacher is more effectively employed in quality planning and preparing resources. 'Traditional marking time' is replaced by time spent reviewing the day's learning in order to inform future planning, collective/individual target setting and misconception analysis.

Within these principles, our aim is to make use of the good practice approaches outlined by the Educational Endowment Foundation and other research listed below to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

## Sources

*"In order for learning to be effective, feedback must be carefully provided in a timely manner. Feedback will be given in a range of forms from a range of individuals: a teacher, a teaching assistant, a volunteer, a trusted peer or even from one's self. It may be written or spoken and there is no expectation as to frequency, however, all learners have the right to relevant and frequent feedback in one format or another. Where verbal feedback is given, there is no expectation that this is recorded, unless the aim is to help the learner or the future assessment procedure. It should always be given in a timely manner and should be sensitive to the needs of the learner, encouraging a growth mindset. It should aim to recognize success, build confidence and bridge future learning necessary for continued success. It may relate to knowledge, skills, attitudes to learning or learning behaviours. Wherever feedback is given, time must be given for pupils to explore, unpack and plan next steps from it. On occasions they may also record their response to it, but this recording may not always be necessary. Evidence of the impact of feedback should be obvious in future learning; this is what we call 'progress'.*

*There is no expectation that feedback will always be written and there no requirement that each piece of work will be formally marked. It is expected however, that all children will be given regular and timely feedback that will be relevant and enabling for their next steps.*

## Curriculum Statement St Vincent de Paul Catholic Primary School May 2021

**Education Endowment Foundation** Teaching and Learning Toolkit Feedback (2018)  
<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>

**Feil, Tracey** "When does feedback help me to learn?" Children's perception of feedback in a primary school. Impact Issue 12 Summer 2012

**Hattie, J. and Timperley, H** (2007) The Power of Feedback Review of Educational Research

**Hattie, J and Clarke, S** (2019) Visible Learning Feedback (2019)

**McGill Morrison, Ross** Draft Feedback Policy- a strategy for coherence and clarity, not consistency. tweeted 25.04.21

## **Appendix- An Introduction to Alternatives to Written Marking**

### **1 Whole-class verbal feedback**

The teacher collects in and reads pupils' work, noting down common misconceptions, common SPAG errors, main areas to improve, main things pupils are doing well and any good examples of work to share with the class. This can be rough notes or you can use a whole-class verbal feedback sheet.

In the next lesson the teacher shares this information with the class. This could be through a PowerPoint slide, typed notes or verbally sharing your written notes. You should also share examples of good work through a visualiser, to show pupils how to improve their own work. Pupils should then improve their work.

### **2 – Modelling**

This gives feedback and guidance before writing/a task takes place.

Use the 'I-we-you' approach

- the class deconstruct a model answer discussing what makes it a high-quality answer,
- the teacher writes a live model,
- the pupils complete a partially completed example,
- the pupil then completes the task independently.

### **Method 3 – Live whole-class feedback**

- Use a visualiser/tablet to review a model answer or a pupil's work as a class.
- Identify good elements and areas to improve.
- Pupils should then use this to improve their own work.

### **4 – Live individual feedback**

As pupils complete work the teacher views individual work and points out strong elements, recommends an improvement or highlights an error.

Pupils then improve their work immediately.

This is best used when pupils are completing extended writing as you will have more time to sample the work of more pupils.

### **5 – Feedback on knowledge checks**

- Knowledge checks completed in lessons or for homework should be self-marked as this improves their memory of the correct answer in the future (this is known as the hyper-correction effect).

- This can be achieved through a class discussion of answers, through providing the correct answers to pupils or through pupils self-checking using their notes or textbook/revision guide.

## **6 – Self-assessment**

- This includes self-assessment of a paragraph using criteria and/or keyword checklists. This should then be used to improve work.
- This helps to develop the ability to improve their own work and understand assessment criteria.

### **Step-by-step sequence to feedback on written work:**

1. Provide structure/scaffolding before pupils attempt the written task and discuss this as a class.
2. Live modelling.
3. Deconstruction – Review a model paragraph and how it has been constructed, what has been included, and why it is considered 'strong' writing.
4. Pupils complete partially completed examples or paired writing to develop fluency.
5. Pupils complete a paragraph independently.
6. Live whole class feedback on pupils' work
7. Self-assessment – When their work has been completed pupils self-mark their work (in a different colour) perhaps using the codes shared by the teacher.
8. Whole-class verbal feedback given on pupils' work in the next lesson