Springcroft Primary School

Feedback Policy

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Approved	Signature	Date

Our Mission Statement:
The place to learn, the place to succeed, the place to make friends, the place to grow.

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The purpose of this policy is to ensure that there is positive feedback on children's learning, and that teachers time is used well to produce this feedback. Research makes it clear: Formative assessment, consisting of lots of feedback and opportunities to use that feedback, enhances performance and achievement. We at Springcroft believe that feedback is among the most powerful influences on achievement.

Findings from the [EEF: Feedback](#) – *"Feedback studies tend to show high effects on learning."*

Aims:
- To provide a consistent approach to how feedback is given
- To provide guidance to enable pupils to evaluate and improve the quality of their learning and their own personal development.
- To give the pupils opportunities to comment on their own learning during the lesson and respond to teachers' comments.

Feedback

"Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.

Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).

This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers."

The purpose of giving feedback to children's learning

Providing feedback is a well-evidenced strategy and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.

Feedback can be effective during, immediately after and some time after learning.

Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers.

Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.

Key principles in giving effective feedback:

- Feedback shows pupils that their learning is valued and celebrates success
- Feedback is referenced to the learning objective
- Feedback is tangible and transparent

- ➢ Feedback is actionable – (In maths find and fix is perfect)
- ➢ Feedback is user friendly – use appropriate dialogue with pupils to aid progress
- ➢ Feedback is timely
- ➢ Feedback is ongoing
- ➢ Feedback is consistent
- ➢ Feedback indicates progress towards a target and clearly identifies next steps

Feedback should:
- Be an integral part of teaching and learning which is evident in all lessons
- Primarily be a verbal process that takes place between teaching staff and pupils
- Take place at the earliest opportunity to have the greatest impact on learning
- Be based on a thorough understanding of individual children and their learning

Written feedback
Written feedback typically involves both marks or grades and comments. It is typically given to pupils after they have completed the task and is usually intended for them to read on their own.

Verbal feedback
Verbal feedback typically involves spoken comments from the teacher, either to an individual, group or class. It tends to be more immediate than written feedback and is usually given either during or at the end of a task or activity.

How we provide feedback to children

When providing learners with feedback, it is the learning objective and success criteria which is the focus. These can be related to the specific activity or year group expectations. The feedback, whether written or verbal, highlights successes and improvements needed or next steps. During 'live marking' books may also be annotated by the teacher to support the child's understanding, to set a challenge or to redirect the focus of the teaching.

It is school policy that in all subjects misconceptions are addressed daily either through written or verbal feedback during the lesson.

Following on from conversations with our children, teachers and teaching assistants, including supply teachers will mark in green pen when marking with the children and red pen when marking when a child is not present.

Pupil responses:
All pupils are encouraged to comment upon their own learning through self-assessment, both orally and through the WALT (We Are Learning To). When completing extended pieces of writing, children use the WALT and success criteria which they can self-assess against. Children's responses are recorded using purple pens.

If feedback is facilitated by peers, it should only be used when the children can confidently assess another child's piece of learning and the quantity of peer assessment will increase throughout the school. This is completed in purple pen, and the child who gives the feedback uses their initials to record who gave the feedback. Where possible, children should be given time to reflect on written feedback at the beginning of the next lesson. This allows them to action the feedback before new learning starts.

WALTs:

WALT (We Are Learning To)'s (and success criteria when appropriate) are used as a format to enable learners to know what learning they are undertaking. It is also a powerful tool for pupils to self-assess against, and teachers to mark against. If success criteria is used, what has been done well is highlighted green and areas for future development/need to be improved are highlighted pink. In EYFS, WALT's are used in guided worked only.

> **Learning Objective**: taken from the national curriculum, with a specific focus e.g. if properties of shape, which shapes

Success Criteria:

Success Criteria are used (when appropriate) by children to support learning. They share with children the non-negotiables that are expected from all learners, and serve as a prompt to remind children that they are working at Age Related Expectations (ARE) and Greater Depth Standard (GDS).

Non-negotiables Check List	Challenge 1 - ARE	Challenge 2 - GDS

Other ways to feedback which make children think:
  - ➢ Match comments to children's learning (as a small group activity)
  - ➢ Find and fix your mistakes (the number of mistakes to look for is indicated by the marker)
  - ➢ Aim for the next level (use exemplars/scaffolding to set a target to improve learning)
  - ➢ In maths, children may be given the answers to self-check, mark, and then correct (if needed), allowing mistakes to be realised by the learner sooner, improving children's confidence (crucially, children are actually completing the calculations again – faster and possibly mentally). If answers are correct, children can move on to more challenging work.
  - ➢ Extracts from pupils work in the previous lesson may be shared with the whole class using photographs, showing examples of good work.
  - ➢ For mistakes, the teacher/ta might share an example which an anonymous or fictional piece. The children would then suggest how this might be improved through peer/group/whole class discussion.

Feedback based on children's cognitive understanding:

Foundation Stage: In the Foundation Stage, children need feedback on learning whilst it is being done or very soon after completion. This will more often come in the form of verbal feedback. When giving verbal feedback, the teacher or teaching assistant should explain why the piece of learning is good or how it could have been made better. This needs to be done in a positive and challenging way so that it does not de-motivate the child.

For some children, it will still be necessary for verbal feedback to be given whilst it is being done or soon after completion. For the majority of the children they will work through to having written feedback and next steps given through picture form. Children who find

writing difficult anyway, may be requested to edit a piece of writing as a group, rather than individually.

Appendix:
Comments must explain why something is successful, or not, as the case may be as well as showing the children their next steps for development. Comments may also pose questions to the child to enable them to think at a deeper level about their learning.

Five Hierarchical Levels of Understanding
The SOLO Taxonomy has **five** hierarchical levels of understanding and all the stages include the **previous stage** and adds something to it.

Prestructural	Unistructural	Multistructural	Relational	Extended abstract
Learning outcomes show unconnected information and no organisation.	Learning outcomes show simple connections but importance is not noted.	Learning outcomes show connections are made but significance to overall meaning is missing.	Learning outcomes show connections are made and parts are synthesised with the overall meaning.	Learning outcomes go beyond the subject and make links to other concepts – generalising, predicting, evaluating.
No idea	One idea	Many ideas	Related ideas	Extended ideas

1. Pre-structural level
  • This is an incompetent stage, where learner does not know anything about the task or the subject. At this stage, the student simply gets unconnected information, which has no sense or organization. The student remains unable to understand the information; hence, he does not demonstrate understanding.

2. **Unistructural level**
  • This is a stage, when learner knows just a single relevant aspect of a task or a subject. At this stage, the student only knows about the basic concept of the task or the subject. Therefore, a student can make easy and apparent connections; but, he does not know the broader significance of the information. The students' response indicates concrete understanding of the task, but it pays attention to only one relevant aspect.
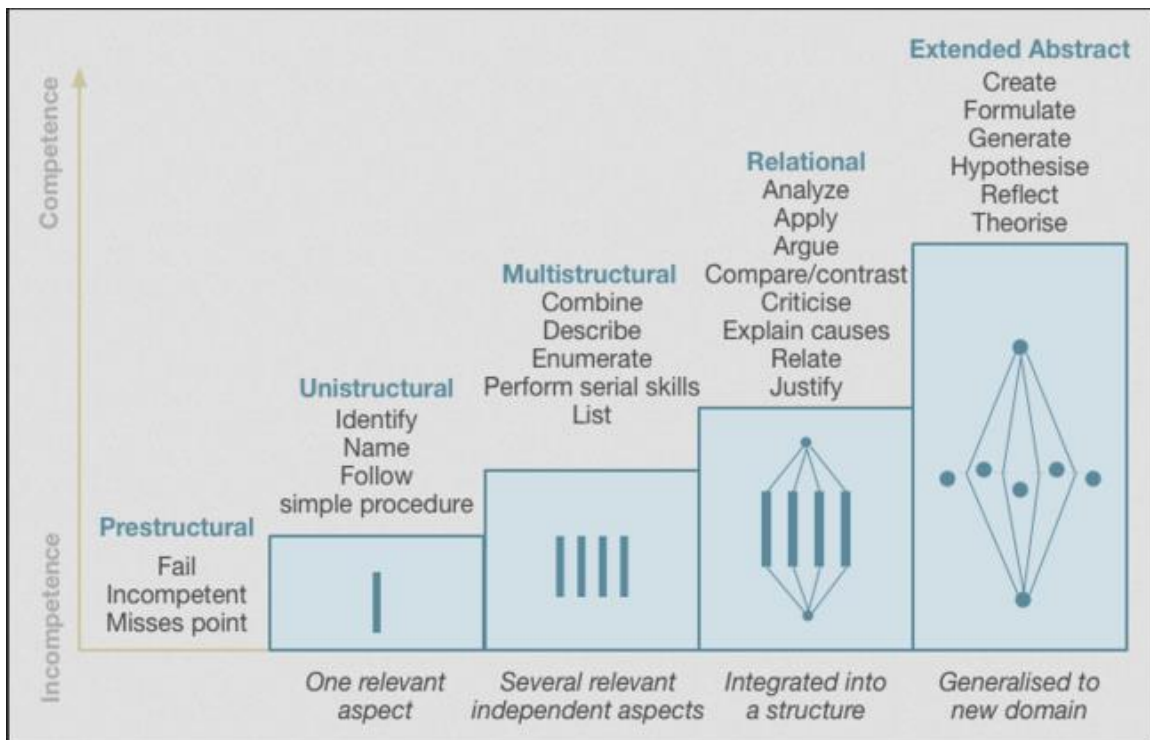
3. **Multistructural level**
  • At this stage, the student knows numerous relevant independent aspects. Although, the learners understand the relationship between different aspects but it's relationship to the whole remains unclear. Concepts and ideas about a topic are not connected. The students can make several connections, but they do not understand the significance of the whole. The students' response is based upon some relevant aspects, but their responses are treated independently.

4. **Relational level**
   - This is a stage where aspects of knowledge are combined to form a structure. At this stage, the student is able to understand the importance of different parts in relation to one whole. Concepts and Ideas are connected, and they offer coherent knowledge of the whole. The students' response shows an understanding of the task by being able to combine all the parts. Students can demonstrate how the each part contributes to the whole.

5. **Extended Abstract level**
   - This is a stage where knowledge is generalized to build a new domain. After reaching this level the students do not only make connections within the provided task but they also create connections beyond it. Students can transfer and generalize the concepts and principles from one subject area into another domain. The students' response shows that they can conceptualize beyond the level of what has been taught. They are able to propose new concepts and ideas on basis of their understanding of the task or subject being taught.

UNI-STRUCTURAL	MULTI-STRUCTURAL	RELATIONAL	EXTENDED ABSTRACT
Tell me one of the seasons we experience during the year?	Describe the different seasons and the weather we have during the year?	What causes some of the different weather we experience during the year? Choose a season you prefer and explain why?	Reflect on how the seasons and the weather we experience has been changing? How does human behaviour change according to the different seasons? Explore how different countries and cultures respond to the changing seasons?
What is the weather today?	List some of the clothes we need to wear today?	What type of weather do you prefer? Explain your reasons? How does today's weather compare with weather at other times in the year?	What happens to the weather during the year? Describe the connection between the weather, the seasons and where we are in the world?
Which of these is a hat?	Describe the different features of this hat?	How does a hat protect us from different types of weather? Which type of weather is this hat most suitable for?	Create a hat that has a range of new features? What improvements would you make to this hat?
Spot the picture that shows windy weather?	What happens to the trees when the weather is windy? How else do you know the weather is windy?	If you had to choose Windy or Rainy weather which would you pick and why? How are Windy and Rainy weather connected?	Explain some of the weather patterns we see when it is weather? How might the wind act as a signal about other weather?
Which picture shows cold weather? Point to clothing that is best for cold weather?	Describe what we see when the weather is really cold? List some of the clothes we wear for cold days?	What causes the weather to get cold? How do we measure if the day is hot or cold? Why is it important to spot the signs that it is cold outside?	Why is it important for some of our shopping to stay cold? Create a new shopping basket, trolley or bag to keep food cold. Explain some of the ways that Winter is different around the world?

We need to use comments that encourage children to respond, either verbally or written.

Marking using symbols

Sp	Spelling	I/T/TA/G	Worked Independently (where cognitively appropriate) , with a Teacher/TA/Group
CV	Child Voice	P	Check Punctuation
V	Verbal Feedback	1pt	Class Dojo's
Highlighted	This is really good and has met the learning objective and success criteria	Highlighted	This aspect of learning still needs to be worked on and improved
————	Child to use a single, straight line through work when a mistake has been made	Absent	Staff to write date and "absent" in book if child on intervention or absent from lesson