



# ABOYNE LODGE

PRIMARY

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CREATIVE • CURIOUS • CARING

## FEEDBACK POLICY

2022-25

### **Introduction**

At Aboyné Lodge Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback and marking throughout our school. All members of staff should have high, but realistic expectations of the work that each individual can achieve and ensure that the quality, quantity and presentation of work meets the standards required.

### **Rationale**

In devising this policy, we are mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Effective feedback involves making pupils think about their own learning
- Alerts the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations which emphasises that marking should be:

*Meaningful, Manageable and Motivating.*

### Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning and children should be involved in the process
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson.
- The 'next step' is usually the next lesson.
- Feedback 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.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit 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 to adjust their teaching both within and across a sequence of lessons. As such, strategies can include marking, but will mainly be verbal feedback during the lesson.

### **Types of Feedback**

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. Feedback occurs at one of these common stages in the learning process:

1. Immediate feedback – at the point of teaching
  - Involves teacher gathering information from teaching – whiteboards, comments, book
  - Takes place in the lessons with individuals or small groups
  - Often given verbally for immediate action
  - May involve use of a teaching assistant to address issues or redirect learning
  - May redirect the focus of the teaching or the task
  
2. Summary feedback - at the end of a lesson/task
  - Takes place at the end of a lesson or activity
  - Provides opportunities for evaluation of the lesson's learning
  - Often involves whole class or groups self or peer assessing against success criteria or answer crib sheets
  
3. Review Feedback
  - Takes place away from the point of teaching
  - Involves teachers looking through work books for common mistakes/errors/next steps
  - Is recorded on a school feedback sheet
  - Informs the next lesson/future planning including challenge areas as well as support

### **Feedback in Practise**

#### *Immediate Feedback*

- Use of mini plenaries
- Address misconceptions or share good examples on the visualiser or through the iPad on the Interactive Whitboard.
- Use of teacher modelling and re modelling
- Small group or 1:1 discussions

- Adapt the lesson in the moment to meet the needs of the children

### *Summary Feedback*

- Children peer assess or self-assess their work using prompt sheets or success criteria
- Misconceptions or mistakes are addressed there and then where possible

### *Review Feedback*

- Book looks after the lesson
- Feedback sheets completed and planning adapted for the next day accordingly
- Children supported or challenged appropriately in the next lesson
- Editing and redrafting writing time planned in during the next session where applicable and time allocated to correct mistakes in maths
- TA support small groups or individuals who need extra support where necessary next day
- Child conferencing sessions

## **The Book Look**

After the lesson, the teacher looks through the pupils' books to evaluate learning based on what went well and what still needs work. Teachers complete a feedback sheet which is used to inform future planning.

## **Feedback Sheet**

The teacher completes a school 'Book Look Feedback Sheet' at the end of the lesson, which acts as an aide memoir to ensure teachers give purposeful feedback and plans challenge or support on an individual basis.

## **The role of other adults**

Marking and feedback is responsibility of the teacher. However, at Aboyne Lodge Primary School, Teaching Assistants are trained provide feedback on children's work under the direction of the class teacher. They work closely with the teacher and share the outcomes from any marking and feedback to ensure that planning is informed according to the children's needs.