

**Shere Infant School and Fox Cubs Nursery**

Roots to grow, Wings to fly

# Feedback Policy

Date adopted by governors: March 2018

Date for review: March 2020

**STATUS: LOCAL**

**REVIEW: BIANNUALLY**

**Committee: Children and Learning**

## Introduction:

At Shere Infant School and Nursery (Shere School), we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that 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
- Provide specific guidance on how to improve and not just tell students when they are wrong.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. The DfE's expert group emphasises that marking should be: **meaningful, manageable and motivating.**

We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

## Key Principles:

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

- The sole focus of feedback and marking should be to further children's learning;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Written comments should only be used where they are accessible to children according to age and ability;
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- 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.
- All children's' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

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 them to adjust their teaching both within and across a sequence of lessons.

## Feedback and marking in practice

It is vital that teachers evaluate the learning that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that 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.

As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Shere School, these stages can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<p>Takes place in all sessions throughout the day.</p> <p>Can be given to classes, groups or individuals.</p> <p>Often given verbally to children for immediate action.</p> <p>Often involves extra support or challenge.</p> <p>May re-direct the focus or direction of play, an activity or task.</p> <p>May include highlighting and annotations in line with the marking code.</p>	<p>Lesson observations/learning walks.</p> <p>Some evidence of annotations or use of the marking code.</p> <p>Pupil voice.</p>
Summary	<p>Takes place at the end of a lesson, activity or play.</p> <p>Often involves classes and groups. Provides an opportunity for evaluation of learning.</p> <p>May involve self-or peer-assessment against an agreed set of criteria.</p> <p>In some cases, may guide a practitioner's use of review feedback, focusing on areas of need.</p>	<p>Lesson observations/learning walks.</p> <p>Some evidence of self- and peer-assessment.</p> <p>Pupil voice.</p>
Review	<p>Takes place away from the point of facilitating/teaching.</p>	<p>Acknowledgment of work completed.</p>

	<p>May involve written comments/annotations for pupils to read and respond to.</p> <p>Leads to adaptations of the learning environment, next steps and future interactions.</p>	<p>Written comments and appropriate responses and actions.</p> <p>Adaptations to the environment.</p> <p>Child and practitioner interactions.</p> <p>Identification of next steps.</p>
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Review marking will only lead to written comments for those children who are able to read and respond independently. In some cases, the marking code may be used where this is understood by children (see end of policy for marking code). Where children are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

## Marking Code:

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code which use highlights to identify areas of strength and possible next steps.

Annotation	Meaning
	<p><b>Tickled Pink</b></p> <p>Learning which demonstrates skill, knowledge, understanding or learning behaviours.</p>
	<p><b>Green for Growth</b></p> <p>Learning that needs further attention or demonstrates an error or misconception.</p>