



<u>Review</u>	<u>Next Review Date</u>
September 2020	September 2021

Purposes and Aims

Purpose:

At Eversholt, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback is an integral part of the learning process. All feedback should have a positive tone. It should be specific, clear and appropriate in its purpose, and productive in its outcomes. The best feedback, whether written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation research which 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

Marking should be: **meaningful, manageable and motivating.**

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 students 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 pupils' 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. This is shown by a double tick.

Within these principles, our aim is to make use of the good practice approaches 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 work 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 Eversholt, these practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post teaching based on assessment • Some evidence of self- and peer assessment • May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read/respond to • Provides teachers with opportunities for assessment of understanding Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

Marking Approaches

All work will be acknowledged in some form by class teachers or teaching assistants. This may be through simple symbols such as ticks or highlighting of learning objectives.

In **Foundation Stage & Key Stage 1**, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In **Key Stage 2**, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well prepared for the next stage in learning, this need not be annotated. In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.