Feedback Policy

Date: May 2020

Review: May 2023

At Stoughton, 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 are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

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

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
- Any evidence of feedback is incidental to the process; we do not provide additional evidence for external verification or for school stakeholders
- Written comments should only be used where they are accessible to students according to age and ability and if they are going to make a positive impact on the children's learning
- As much as possible, feedback should be live and in the moment. This is a shared responsibility of class staff. In the moment feedback is far more effective than any comments written after a lesson.
- Although written comments aren't expected as they make little impact; **all** children's work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

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 in practice

It is vital that teachers evaluate the work that children complete 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 – live and in the moment
2. Summary feedback – at the end of a lesson
3. Review feedback – after a lesson

The stages are deliberately numbered in order of priority, noting that immediate feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger children. 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 Stoughton, these practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	• 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 children 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.	• Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	• 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	• Lesson observations/learning walks • Timetabled catch up and keep up groups based on assessment • Some evidence of self- and peer- assessment
Review	• Takes place after a lesson • May involve written comments/annotations for children to read and or 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 children' future attention, or immediate action	• 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. This may be through simple symbols such as highlighting of learning objectives.

The feedback code may be used where this is understood by children Where children are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

Feedback Code

Predominantly, we want feedback to be live and in the moment as this is when it has the most impact on children's progress. 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 feedback code, which combines use of highlighters and symbols codes.

Stoughton Feedback

I = work completed independently

S= work completed with support

Learning objective achieved

Tickled Pink= good learning

Green Growth= improve learning

~~~~~~ = correct here

^ = add something here

P = correct the .,? "