

Sherwood Primary School

Feedback Policy



October 2023

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Feedback Policy



Mission Statement

We are Sherwood. Each of us unique. As one family, we all thrive and excel together.

Rationale

Purposeful feedback supports pupil progress, builds learning, addresses misunderstandings, and thereby closes the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen across all phases and subjects.

The main role of feedback, at least in schools, is to improve the learner, not the work. The idea is that, after feedback, students will be able to do better at some point in the future on tasks they have not yet attempted. (Dylan William)

At Sherwood Primary School, 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. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Our aim is to make use of the good practice approaches outlined by the EEF, to ensure that children are provided with timely and purposeful feedback, furthering their learning, and that teachers are able to gather feedback and assessments which enable them to adjust their teaching both within and across a sequence of lessons.

Principles of Feedback

Three fundamental principles of effective feedback are:

- ensuring teaching is high-quality, laying the foundations for effective feedback;
- providing appropriately timed feedback (judged by the teacher) with a clear focus on moving learning forward; and
- considering how pupils will receive and act upon the feedback given.

Feedback is an integral part of our formative assessment strategy; the day to day ongoing assessment which enables teachers to identify the next steps in pupils' learning and to enable pupils to have greater involvement and

responsibility for their own learning. Please see our Assessment Policy for further detail.

Teacher Feedback

The **content** of feedback may focus on:

- the particular task that a pupil has undertaken;
- the underlying processes related to a specific subject; or
- a pupil's self-regulation.

Feedback may be directed towards different **people**:

- to the whole class;
- to specific groups;
- just to individuals.

Feedback may be delivered by different **methods**:

- Verbally - this could be detailed conversation or quick verbal comment;
- Written - this may be written comments, written marks, scores, or a combination.

Feedback may be delivered at different **times**:

- during a lesson;
- immediately after a lesson;
- sometime after a lesson.

How do we provide feedback?

Verbal Feedback

Verbal feedback is an integral aspect of our policy. At times, it is pre-planned and highly structured, At other times, it is instantaneous and spontaneous. It can be directed to an individual pupil or a specific group with shared learning needs. It can be offered to a whole class. It can accompany written feedback, or it can stand alone.

Written feedback

Written feedback is effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self- regulation, and is then used by pupils. When delivered effectively, written feedback will support pupil progress. At Sherwood, we provide written feedback as appropriate, ensuring it

is meaningful, manageable and motivating. This includes 'Live Marking' where marking is given during the lesson, as well as marking provided after a lesson.

- *On the spot feedback* – this can take the form of verbal or written feedback and is given during learning time in the presence of the child and can be recorded in different ways

- *Distance marking* – this takes place away from the children and gives opportunity for further analysis and reflection on children's progress in learning. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

- *Target Setting* – Targets and next steps are regularly provided, ensuring children are clear about how they are to improve, or consolidate learning. These are referred to and addressed.

- *Self-assessment and evaluation* – pupils are given opportunity to reflect on their own learning; identify progress towards success criteria / targets and identify areas for improvement (for this to be successful, effective feedback is first modelled by the teacher; children are then taught how to assess and evaluate their own learning / work) Children are encouraged to continually look to improve their work and learning.

- *Peer assessment and evaluation* – when appropriate, pupils are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement.

- *Closing The Gap Prompts:*
 - *Reminder prompt* – the simplest form of prompt and refers back to the learning objective/success criteria
 - *Scaffold prompt* – provides further support. This may take the form of a question or a short cloze procedure
 - *Example prompt* – this is the most detailed support and gives children examples from which to choose

For example:

LO: to use adjectives to describe

Reminder prompt: You have described what your monster looks like. Use adjectives to tell me more about what type of monster it is?

Scaffold prompt: What kind of monster was he? Change 'bad' for a word which makes him sound scarier.

He was a monster with teeth like.....

Example prompt: Instead of the word 'bad' you could use:

- Terrifying
- Ferocious
- Spine-chilling

LO: To identify the calculation needed to solve a problem

Reminder prompt: You've used addition to calculate the correct answer. Use multiplication to work out repeated addition.

Scaffold prompt: 3 bags of sweets at 25p each. Instead of $25+25+25=$ You could calculate $25 \times ? =$

Example prompt: 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication: $6 \times 10 =$ or $10 \times 6 =$

In addition to relevant written comments, as appropriate, we use the following codes across school:

Feedback Codes

VF	Verbal feedback. Adult to initial
KS ✓	Key Skill achieved
I	Independent work completed by pupil
S	Support provided by adult. Adult to initial
G	Guided group work
T	Target to be addressed by pupil
?	Response or activity by pupil required
C	Correction to be completed
Sp	Spelling correction to be completed
//	New paragraph
CF	Class feedback provided

Equality

At Sherwood, we believe that equality should permeate every aspect of School life and is the responsibility of every member of our School Community.

Every member of our School Community should feel safe, secure, valued and of equal worth. We are committed to ensuring equality of education and opportunity for all pupils; irrespective of race, gender, gender variance, disability, belief, religion socio-economic background or sexual orientation.

It is our aim to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in School. The Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It is our aim to celebrate and value the equal opportunity achievements and strengths of all members of our School Community.

Special Educational Needs and Disability

Children with Special Educational Needs and Disabilities have access to the full curriculum. Tasks are adapted where necessary, so barriers are broken down and children can succeed. It is essential that feedback provided is fully understood by the child. This will mean that for some children, strategies of feedback are also adapted and personalised. Strategies include extended verbal feedback or a pictorial representation of next steps.

EAL

Approximately 46% of pupils at Sherwood are identified as having English as an Additional Language. The EAL leader is responsible for monitoring progress of our EAL learners, maintaining an EAL register, ensuring staff are well informed about the background and additional needs of individual EAL learners, and supporting staff to liaise with families of EAL learners. All teachers are language teachers and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development. Feedback is adapted and personalised to ensure that all children fully understand.

Roles and Responsibilities

Assessment Lead will:

- monitor the implementation and impact of our Feedback Policy through pupil voice, work scrutiny and teacher feedback
- undertake regular CPD and ensure they are informed of current research and excellent practice
- support staff with strategies to ensure all pupils receive feedback that is timely, purposeful and furthers learning.

Nominated Subject Governors will, for their subject:

- meet regularly with Subject Leaders to understand how pupils receive feedback and its impact
- have a clear picture of how feedback is delivered at Sherwood and monitor how effective this is
- be mindful of the workload implications of written marking, and of the research surrounding effective feedback to ensure it is meaningful, manageable and motivating.

Class Teachers will:

- use the most effective form of feedback for the children in their class
- ensure that feedback is acted on by all children and helps them to make good progress.

Links with other Policies

These may be read in conjunction with this policy for further information.

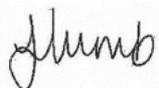
- Curriculum Policies
- SEND
- Assessment
- Equal Opportunities
- SEND
- EAL
- Safeguarding

Approval

Approval date: October 2023

Review date: May 2026

Signed (Headteacher):



Signed (On behalf of the Governing Body):

