

# **Bourne Westfield Primary Academy**

## **Feedback Policy**

*“Give me your best and I will teach you what you need to know next.”*

### **EEF Guidance**

Core Principles of effective feedback:

- Teachers lay the foundations for effective feedback through well planned lessons and high-quality instruction.
  - Good initial instruction will reduce the work that feedback needs to do while formative assessment strategies are required to:
    - 1. set learning intentions (which feedback will aim towards); and
    - 2. assess learning gaps (which feedback will address)

In delivering effective teaching, teachers:

- build on pupils’ prior knowledge and experience;
- avoid overloading pupils’ working memory by breaking down complex material into smaller steps;
- encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills;
- deliver a carefully-sequenced curriculum which teaches essential concepts, knowledge, skills, and principles;
- use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations;
- are aware of common misconceptions and prepare strategies to counter them;
- plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning;
- adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all (Early Career Framework); and
- provide pupils with tools and strategies to plan, monitor, and evaluate their learning.
- Teachers deliver appropriately timed feedback that focuses on moving learning forward.
- Teachers plan for how pupils will receive and use feedback.

Methods:

- Teachers will carefully consider how to use purposeful, and time efficient, written feedback. Children’s work may not have been ‘marked’ as feedback will have been given verbally, through guided group work or whole class teaching. This method considers how teachers best use their time to have impact on children’s learning and teacher workload.
- Teachers will carefully consider how to use purposeful verbal feedback during the lesson.

Feedback will

- Assess learning against the learning objective and key year group criteria (punctuation, spellings etc)
- Identify what the children need to do next.
- Value effort

During the lesson:

- All children’s work should have a date and learning objective/title.
  - The learning objective will be written as:
    - To be able to (linked to specific skill not activity)  
~~To be able to write a story.~~  
To be able to use paragraphs to sequence events in a story. ✓  
To be able to use features of a narrative. ✓
    - To know

- To understand
- To develop
- The teacher and TA should be working with a guided group/individual.
- The work should be adapted/scaffolded/supported to allow all children to access it and make progress.
- Live marking should be used during the lesson to pick up and correct errors/misconceptions in the moment and move learning on - V for verbal feedback must be given. This reduces teacher workload after the lesson.
- The children must be allowed checking time to ensure work handed in is of the best quality. The child is the author of their work (they own it) so in checking time any peers' corrections should be amended by the child who owns the work – the author. All work corrected in checking time is done in the pen or pencil the child was writing in during the lesson.

### **Checking Time Explained**

Checking time must be given during or at the end of the lesson to ensure that the work handed in is of the absolute best quality. Checking time could be guided by the teacher very precisely (you have 1 minute to check all names and I have a capital letter; you have 2 minutes to check your spelling of there, their and they're; you have 1 minute to check your number formation) or be more general where children are asked to check all non-negotiables and check against the steps to success. The purpose of checking time is that the children are showing you exactly what they can do when their work is at its best and then you know what needs to be taught next.

### **Feedback Process**

All work will be labelled with **G** or **P**

**G** This denotes that the child has been involved in guided work with an adult. The adult's initials should be written next to the G.

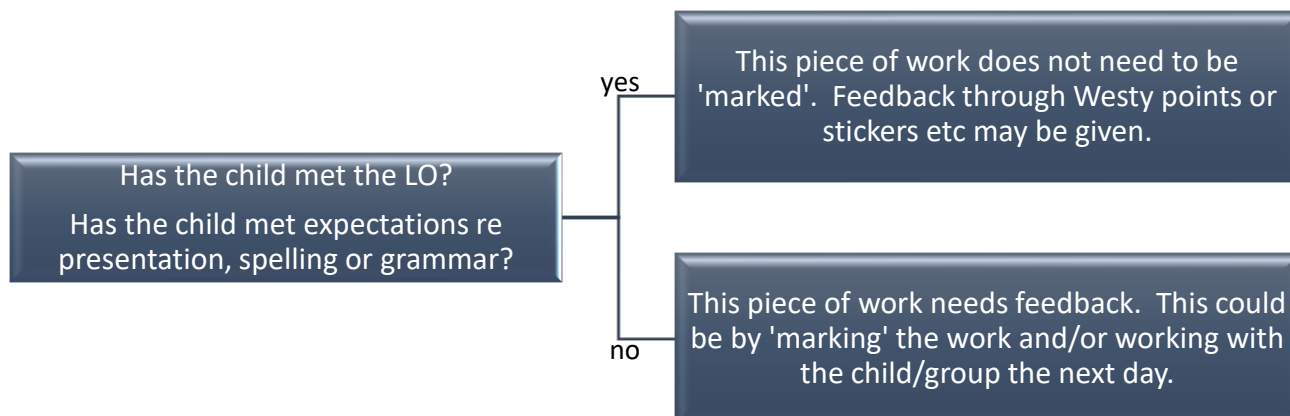
**P** This denotes that the child has worked with a peer.

CI S codes are used in Reception for child initiated and supported.

If only part of the work is guided, the adult must make this clear in the pupil's book.

The teacher will only need to look at the books of the children who have worked independently or with a peer. For example, the teacher could collect the books in, in separate piles or have a distance feedback box to reduce workload.

The teacher will look at these books after the lesson and decide the following:



**If there are common errors/misconceptions made by a number of children, planning for the next day must be adapted to address these.**

### **Minor Corrections**

Children receiving distance feedback may need minor corrections pointing out. This can be done in green pen. A minor correction is something that you feel the child can do but has neglected to do in checking time. Examples of minor corrections: ABC, full stops, misspelling of common words/year groups spellings, tense, incorrect number formation to name a few. These can be corrected in the next lesson by the child, using purple pen. Spelling errors should be copied out three times.

If a child continues to make the same minor correction errors or the teacher feels that they are errors that require more teaching, they must be part of a guided group.

### **Distance Marking Sheet - to be used at teachers' discretion**

Any children who have not met the LO or have significant errors/misconceptions or children of note should be recorded on the distance marking sheet. This could just be their initials and a word or two about what their misconception is or what teaching is needed in the guided group. It may be that the whole class need one element retaught. Planning should be amended as needed to meet these needs.

If all children have met the LO with no significant errors, the adults should choose a guided group/individual for the following day based on need. This could be to support or stretch.

## **Appendix:**

### **Expectations of Presentation**

#### **General expectations of presentation:**

- all books to be named and labelled correctly by the class teacher using a printed book label, including second and third books etc.
- children's names to be typed in full on each of their book labels (Forename and Surname)
- no defacing to be seen on either the inside or front of books
- adults to be aware of their own handwriting and presentation when marking, following the school's use of cursive script where possible - age appropriately
- books to be stored neatly so that they do not become creased
- worksheets are to be avoided where possible - if they are used, they should be stuck in straight without overlapping the book
- If worksheets are used, they should not restrict the amount a child can write.

#### **Presentation in books:**

- All work must include a date and Learning Objective/clear title, and these should be underlined with a **ruler**. If the children cannot date work, then the teacher should do so (the full date is to be written in ALL subjects except for maths where the short date can be used)
- Illustrations/tables must be drawn in pencil
- Rulers should be used for the drawing of all lines
- Pencils should be used in maths books (purple pen for corrections)
- Once they have acquired correct presentation skills, blue handwriting pens should be used by children – Year 6 only
- Felt tip pens should not be used in children's books
- Erasers should be used sparingly and sensibly – children should be trained in their use. Instead one line should be drawn through any mistakes that are made, using a ruler
- Tippex should not be used in school

#### **Frequency of work in books:**

- In Guided Reading, Writing and Maths work should be evident at least 3 times a week
- In non-core subjects, enough work should be evident in books to reflect the learning journey

# What does your marking mean?

## Green for all marking

ABC - capital letters

sp - correct the spelling

~ - sense or verb tense agreement

○ missing punctuation or ABC

^ - missing word

💬 we will talk about this

/ new line // new paragraph



1WP

Well done - good learning today.

Westy Point

G - you worked with an adult today

V - an adult spoke to you about your work to move your learning on

IEP ✓ - You have shown evidence of an IEP target



## The Rainbow



Verbs/Action words



Perfect Punctuation



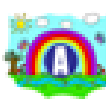
Adverbs/modify verbs or adjectives



Conjunctions



Adjectives/describes nouns



Sentence starts



# TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

## Summary of recommendations

### Principles

1

Lay the foundations for effective feedback



- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

2

Deliver appropriately timed feedback that focuses on moving learning forward



- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

3

Plan for how pupils will receive and use feedback



- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

### Methods

4

Carefully consider how to use purposeful, and time-efficient, written feedback



- Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.
- The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be 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.
- Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.

5

Carefully consider how to use purposeful verbal feedback



- Verbal methods of feedback can improve pupil attainment and are more time-efficient when compared to written feedback.
- However, a written method of feedback, if used effectively, is likely to be more time-efficient than verbal feedback. Written feedback is likely to be more effective if it follows the principles of effective teacher feedback (Recommendations 1–3) and is used by pupils.

### Implementation

6

Design a school feedback policy that prioritises and exemplifies the principles of effective feedback



- Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.
- Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.

	English	Maths	Other
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Work to praise or share/Presentation/Needs further support/Basic skills errors/Misconceptions-notes for next lesson