



Our Lady of Lourdes Catholic Primary School

# Feedback Policy

October 2020



## Our Lady of Lourdes Feedback Policy

### **Introduction**

Feedback is an integral and important part of teaching and learning; we know this from many studies and extensive research. At Our Lady of Lourdes, our aim is to create a culture of rich and effective feedback between teachers and pupils in order to support effective learning using those approaches which research and evidence suggest are the most effective.

This policy recognises the significant time that written feedback can take and therefore seeks to make the most effective use of teacher and support staff time. In order to do this, it incorporates the findings of the Independent Teacher Workload Review Group and the EEF Marking Review in 2016 and Teaching and Learning Toolkit 2018.

### **Aims**

- Feedback should be an integral part of the process of responsive teaching which is evident in all lessons.
- Feedback should: be specific, accurate and clear (e.g. “It was good because you...” rather than just “correct”); compare what a learner is doing right now with what they have done wrong before (e.g. “I can see you were focused on improving X as it is much better than last time’s Y...”); encourage and support further effort; provide specific guidance on how to improve and not just tell students when they are wrong;
- It should be a two-way process: teachers will learn and be able to adapt their instruction from the feedback they receive from pupils within lessons; pupils will be able to learn from effective feedback they receive.
- It is primarily a verbal process that takes place between teachers and pupils during the lesson.
- It is given where there is time and opportunity for pupils to respond to the feedback they have received.
- It will look different in different year groups across school and be ‘age-appropriate’.
- It is based on a thorough understanding of individual pupils and their learning. Although this policy aims to reduce the amount of written comments made, we still expect that teachers spend time reading pupils’ work regularly and carefully in order to identify misconceptions.
- Feedback should be used as an opportunity to explicitly teach pupils how to organise and effectively manage their learning independently, promoting self-regulated learners where learning is guided by metacognition and motivation to learn.
- Feedback should ultimately aim to improve the pupils’ knowledge and understanding as opposed to simply improving the pupils’ work.

### **Types of feedback**

There are three main types of feedback given to pupils:

1. Feedback about the task - what was accomplished well and what needs to be done next to correct any misconceptions.

2. Feedback about the process - provides information on how well the child engaged with the task and prompts them to search for deeper learning through finding out more about the concept being taught.
3. Feedback about self-regulation - provides information to the student on how well they monitored their own performance, regulated their actions and tweaked their strategies. This is more effective for younger learners.

### Timing of feedback

Timing of feedback can be categorised into the following three stages:

- **Immediate feedback.** This takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching. It may also involve self/peer assessment.
- **Summary feedback.** This may take place at the end of a lesson. It may involve some form of self/peer assessment.
- **Distance feedback.** This takes place away from the lesson and provides feedback to the teacher about how well pupils have understood concepts. This, in turn, informs planning for future learning opportunities which could include the use of whole class feedback sheets to focus on the next steps for the whole class, groups or for individuals.

Type of feedback	What it might look like
<b>Immediate</b>	<p><b><i>Takes place within lessons as part of teaching.</i></b></p> <p>Includes teacher gathering feedback from verbal responses to targeted questions, mini-whiteboards, book work etc.</p> <p>Takes place in lessons with individuals, small groups or the whole class.</p> <p>Is given verbally so that the impact can be immediate.</p> <p>May be given by teaching assistants, other adults or peers.</p> <p>May involve further support, challenge or a change of task.</p> <p>May redirect the focus of teaching or the task.</p> <p>May take the form of self- or peer- assessment against the learning objective.</p> <p>May take the form of pink highlighting to show where the child has done well or blue highlighting/purple pen to identify what needs to be done to improve.</p>
<b>Summary</b>	<p><b><i>Takes place at the end of a lesson or activity.</i></b></p> <p>Provides an opportunity for evaluation of learning in the lesson.</p> <p>May take the form of self- (green pen/pencil) or peer- (red pen/pencil) assessment against the learning objective.</p> <p>May take the form of an exit task.</p> <p>May guide a teacher's further use of feedback for next steps/future planning, focusing on areas of need or particular interest.</p> <p>May take the form of pink highlighting to show where the child has done well or blue highlighting of areas to improve.</p>

<b>Distance</b>	<p><b><i>Takes place away from the point of teaching.</i></b></p> <p>Provides teachers with opportunities for assessment of understanding.</p> <p>May take the form of pink highlighting to show where the child has done well.</p> <p>Supports adaptation of future lessons through planning, grouping or adaptation of tasks – for example: teachers may group books into different piles to identify where ‘group feedback’ is required in the next session.</p>
-----------------	---

**Practical Guidance on the approach to feedback at Our Lady of Lourdes**

During lessons, teachers and teaching assistants will trawl the class to provide instant (primarily verbal) feedback. This feedback will identify successes related to the learning intention/success criteria, which will be highlighted in pink. It will also identify areas for development. This may be through the use of codes or clear identification of sections to be improved, using blue highlighter or purple pen. Work identified during the trawl, which shows common misconceptions or exemplification of success criteria, will be shared during the lesson, through the use of the visualiser.

**RE**

Key religious vocabulary misspellings will be identified and corrected. Marking may take the form of a question to deepen understanding. Highlight success criteria achieved in pink.

**Maths**

All incorrect number formation/orientation will be identified and children will be asked to correct.

From Y2 upwards, children will self-mark fluency work in green pen, using correct answers displayed on the interactive whiteboard. Problem solving and reasoning activities will also involve peer assessment in red pen, as well as teacher feedback during trawling.

**English**

From Y2 upwards, children will be self-editing their writing using their green pens. Success criteria are numbered, enabling teachers/teaching assistants to write the number of the success criteria to be improved in the margin whilst trawling. Opportunities are provided for peer assessment of independent writing. Longer independent writing tasks will be used to set personalised/group targets for future writing.

The books are handed in at the end of the lesson and the teacher then reads each child’s work and analyses the common errors being made. Not all work will be acknowledged, but it will all be seen by the teacher. Any work that the teacher would like to share with the class in the following lesson may be chosen. Any basic errors (e.g. GPS errors in English and number fact errors in maths) may be indicated by the teacher using the school’s editing symbols (see Appendix 1). Teachers may add praise comments or stamps where needed to indicate work that shows particularly good effort on the part of the student. During the book analysis, the

teacher may choose to make notes on their class feedback sheet. An example template is below.

**Whole class feedback sheet.**

Excellent work	Comments about general presentation
Need further support	Basic errors
Next lesson notes	

**Responding to feedback**


Children are given the opportunity to respond to any feedback and pupils in Y2 -Y6 use green pen/pencil to correct or edit their work (some children may be able to do this in summer term Y1). Where possible, feedback focuses on improving children’s knowledge and understanding not just improving their previous piece of work.

Responding to feedback could take place as:

- Independent response using class resources as appropriate (children)
- Shared feedback with individuals (teacher or TA)
- Shared feedback with groups (teacher or TA)
- Shared feedback with the whole class
- Sharing good work picking out the key features, perhaps using the visualiser.
- Common basic errors and misconceptions may be shared and retaught – e.g. in a starter

## Appendix 1 - Editing Symbols

These may be used to indicate errors in writing where the teacher deems it to be an appropriate.

Finger space	
Spelling/numeral reversal	<u>becos</u>
Missing word	I went shop. ^
Punctuation missing or incorrect	Why are you late p
Start a new line	Twinkle twinkle little star / How I wonder ...
New paragraph	Stroked the kitten. // Suddenly he saw ...
Word(s) not required	First you <del>and</del> join together
upper/lower case letters	his Eyes are bright CL
Improve word choice	big
Grammatical error	They was eating gr
Tense (KS1)	He drewed a picture t
Correct answer	✓
Incorrect answer	●
Teacher feedback/support	T
TA feedback/support	TA
Supply teacher	ST
Independent work	I
Verbal feedback	VF
Peer assessment	PA: <u>name of peer</u>