This policy is intended to ensure effectiveness across the school in terms of feedback practice. Feedback should be meaningful, manageable and motivating and should serve a single purpose-to advance pupil progress and outcomes.

This policy has been written in the light of the Dfe to reduce workload.

‘Remember quantity of feedback should not be confused with the quality.’
Rationale

This policy is underpinned by the evidence of best practice from the Education Endowment Foundation and 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 pupils when they are wrong

Feedback on pupils work is a vital part of teacher, peer and self-assessment. It should always be purposeful and manageable.

At St. Wilfrid’s Catholic Primary School feedback should enable pupils to improve their learning, develop their self-confidence, raise self-esteem and allow them to take ownership of their learning.

Feedback will include marking and but will also be oral and where possible should be immediate.

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 the 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 the 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 St Wilfrid’s these practices can be seen in the following practices:

<table>
<thead>
<tr>
<th>TYPE</th>
<th>WHAT IT LOOKS LIKE</th>
<th>EVIDENCE ( for observers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate</td>
<td>• Includes teacher gathering feedback from teaching, including mini–whiteboards, book work, etc.&lt;br&gt;• Takes place in lessons with individuals or small groups&lt;br&gt;• Often given verbally to pupils for immediate action&lt;br&gt;• May involve uses of a teaching assistant to provide support or further challenge&lt;br&gt;• Mat re-direct the focus of teaching or the task&lt;br&gt;• May include highlighting/annotations</td>
<td>• Lesson observations/learning walks&lt;br&gt;• Some evidence of annotations or highlighting</td>
</tr>
<tr>
<td>Summary</td>
<td>• Takes place at the end of a lesson or activity&lt;br&gt;• Often involves whole groups or classes&lt;br&gt;• Provides an opportunity for evaluation of learning in the lesson&lt;br&gt;• May take form of self-or peer- assessment against an agreed set of criteria&lt;br&gt;• In some cases, may guide a teacher’s further use of review feedback, focussing on areas of need</td>
<td>• Lesson observations/learning walks&lt;br&gt;• Time tabled pre- and post-teaching based on assessment&lt;br&gt;• Some evidence of self and peer-assessment&lt;br&gt;• May be reflected in selected focus review feedback (marking)</td>
</tr>
<tr>
<td>Review</td>
<td>• Takes place away from the point of teaching&lt;br&gt;• May involve written comments/annotations for pupils to read/respond to&lt;br&gt;• Provides teachers with opportunities for assessment of understanding&lt;br&gt;• Leads to adaptation of future lessons through planning, grouping or adaptation tasks&lt;br&gt;• May lead to targets being set for pupils’ future attention, or immediate action</td>
<td>• Acknowledgement of work completed&lt;br&gt;• Written comments and appropriate responses/action&lt;br&gt;• Adaptations to teaching sequences tasks when compared to planning&lt;br&gt;• Use of annotations to indicate future groupings</td>
</tr>
</tbody>
</table>

**Mathematics**

Careful and accurate marking is particularly important in mathematics where errors and even more importantly misconceptions are identified quickly and addressed. Because Mathematics is a hierarchical subject, mathematical mastery can only be achieved through immediate response to misconceptions. Without this a firm foundation would not be established leading to a huge negative impact on learning and progress.

Subject specific vocabulary should be spelt accurately—Mathematics and Science. Incorrect spellings should be highlighted.
**Marking Approaches**

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of Learning objectives, use of marking crib sheet or verbal feedback. Feedback may also lead to individual target setting.

In Foundation Stage and 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, a marking code may be used where this is understood by pupils. Where pupils are unable to read/ understand such comments, these are shared verbally with children at the next appropriate opportunity.

In KS2, written marking and comments should be used where meaningful guidance can be offered which it has not been able 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.

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