Effective Feedback Policy

Principles of Effective Feedback

At LDST we prioritise providing an excellent education that enables learners to flourish and achieve. Effective feedback is a fundamental part of this.

Effective feedback should…

1. **Lay the foundations**
Effective feedback should follow high quality instruction, this high-quality instruction will include formative assessment strategies and will help to reduce additional need for feedback but will ensure feedback is focused on learning gaps.

2. **Be appropriately timed**
Feedback has optimum impact if given in a timely manner. On the spot, live feedback within the lesson ensures teachers can guide learning to praise accuracy or address misconceptions as they happen. Remember to consider the task, the pupil and the class.

3. **Ensure engagement**
Allow pupils time to read, understand and respond to feedback, offering opportunities to apply learning and impact on future work pupils undertake. Teachers should also allow time for pupils' to *use* feedback.

4. **Focus on moving learning forward**
Teachers need to provide high quality instruction and clear criteria for learning and give feedback against this (e.g. objective, success criteria) and avoid personal comments that do not move learning on.

5. **Motivate pupils**
Pupils are more likely to act on feedback if they believe they can be better so it is important that pupils *want to get better* and understand *why* feedback has been given.

The Purpose of this Policy

At LDST, we ensure that all pupils reach their full potential and gain the knowledge and skills they need to succeed. This toolkit provides evidence-informed strategies and techniques to ensure effective feedback that focuses on improving pupils' learning, with feedback an integral part of the teaching and learning process.

Feedback is the term used when information is given to learners in relation to their performance against set criteria. Effective feedback is in its simplest form is always useful, as Hattie & Timperly (2007) state;
"To be effective, feedback needs to be clear, purposeful, meaningful, and compatible with students' prior knowledge and to provide logical connections" (Hattie & Timperley, 2007, p. 104).

Before effective feedback can take place there must be a focus on high quality instruction. This high-quality instruction must also include formative assessment strategies that:

1. set learning intentions (which feedback will aim towards); and
2. assess learning gaps (which feedback will address).

At LDST, we are clear that effective feedback can take a range of **written and verbal formats.** Verbal feedback can be given whenever possible, used to clarify misconceptions or extend understanding in the moment. Written feedback can also be used as 'live' feedback using comments or marking codes to model, correct or challenge pupils. Both written and verbal feedback are part and parcel of our teaching and learning process. Within the policy there are various strategies explained that can be used to support effective feedback (from page

LDST schools are committed to establishing ways to reduce the time intensive burden of written marking and support teachers to make decisions over the type and frequency of feedback provided. "Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher." (DfE, 2016). Leaders of teaching should ensure that where required, written feedback is:

- **Meaningful** and that teachers are supported and trusted to alter their approach as necessary.
- **Manageable** and that it is proportionate to the benefits the feedback will bring.
- **Motivating** so that it helps pupils to progress. This means that feedback should be actionable, challenging and focuses pupils on their next steps in learning.

Feedback Expectations

At LDST there are also expectations that must be applied to ensure pupils work is being acknowledged.

At St Andrew's CE Primary our expectations are as follows.

- **All work should marked by class teacher, support staff, children**
- **Learning objective highlighted** pink (achieved), pink and green (partially achieved) or green (learning objective not yet achieve.
- **A retrieval task will begin the lesson** (this will be for learning from the past topics).
- **Feedback** – reteaching, further practice, challenge or extension activity based on assessment for learning.
- **Children use pen to self and peer mark, also 'find it fix it.'**
- **Children use a purple pen to edit their work.**

Marking of spellings and written work

Spelling errors will be addressed across all curriculum areas. The focus of this will be on subject specific words or age-appropriate words however this should also consider any additional needs pupils may have. We expect teachers to use their professional judgement when deciding which words need to be corrected.

Any spellings that are required to be corrected will have an 'sp' sign in the margin or underneath a piece of work.

The correct spelling will then be copied out 3 times in red pen (age/SEND as appropriate)

Writing marking code

When marking pieces of writing both in English and other curriculum areas there needs to be a specific code so that all pupils understand how to edit their work. This needs to be applied to all written work.

Mark	Meaning
sp	Incorrect spelling (Correct spelling written in margin or underneath the piece of work)
O	Circled letter or space indicates missing capital letter, missing piece of punctuation or incorrect word choice
^	An upward arrow indicates that a word has been missing
//	Start a new paragraph
⟶	Lines need using in full (there may be a gap at one end or the other)
S	Supported group
VF	Verbal feedback given

When marking pieces of work and for monitoring purposes please adhere to the following marking colours.

Pen colour	Meaning
Green	Teachers
Purple	Teaching Assistant or Trainee Teacher and supply staff (mark with initial)

Effective Forms of Feedback and related strategies

This guidance is taken from EEF Teacher Feedback to Improve Pupil Learning (2021) and explains the types of feedback that can be used throughout lessons or at the end. Additional strategies taken from the Walkthrus can also be found below to give a bank of strategies that can be applied to give effective feedback.

Written	Verbal
Live Marking Where marking is given during rather than after the lesson—can be enacted in a variety of ways so that it proves an efficient approach.	**Targeting verbal feedback at the learning intentions** Using verbal feedback that explicitly uses the language set out in initial Learning intentions and direct pupils' attention back towards this could support more structured and focused verbal feedback.
Coded Marking Using the shared understanding of the 'concept of quality' that teachers have devised for a task, a teacher can design (or develop in consultation with their pupils) a number of codes which they can use to mark pupil work.	**Action points** Pupils may find it challenging to process detailed verbal feedback. As such, encouraging pupils to write down and summarise the actions or goals resulting from a detailed verbal conversation may overcome the often-transitory nature of verbal feedback (mitigating 'I forgot what you said, Miss!')
'Thinking like a teacher' Before the teacher expends significant effort on targeted written feedback, pupils could spend time pre-empting teacher comments and editing and revising their work (with scaffolds and modelling used where appropriate).	**Verbal feedback using various technology** Pupils may find verbal feedback to be too abstract and separate from the task. This means would allow pupils to replay the feedback and may support retention.
Whole-class feedback: This involves the teacher sharing feedback as 'whole class' verbal feedback.	

Feedback that moves forward

- Feedback plays a central role in securing students' learning, supporting them to know how to deepen knowledge and understanding or improve performance.
- Effective feedback needs to be understood and accepted and to be actionable n so that students can use it to secure improvements.
- Part of this relies on feedback providing motivation to apply effort alongside specific strategies.

Focus Forwards

- Use assessments to identify areas for improvement in performance or gaps in understanding.
- Rather than describing past performance, focus on actions they can take to improve in future.
- Feedback needs to be given part-way through a learning cycle, not at the end.

Keep it positive and specific

- Feedback should largely be framed in language that is positive and encouraging.
- Tell students all the things they are succeeding at.
- Be as specific as possible, e.g. rather than suggesting a student should 'write a better conclusion', specify how the conclusion could be improved.

Match the message to the student

- Feedback only succeeds if students trust it and use it to increase their effort or raise their aspirations to improve their performance.
- Some students need careful nurturing and respond badly to perceived criticism.
- Others need a strong push to lead them to increase their effort.

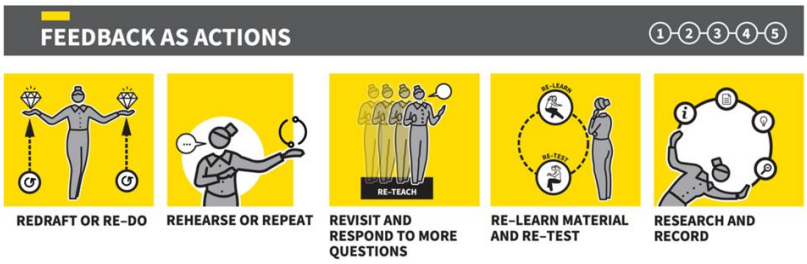
Avoid SATNAV syndrome

- A Sat Nav system gives continuous directions making it possible to travel from A to B without learning the route.
- Give feedback focusing on changing students' capacity to produce excellent work and less on producing a specific exemplary piece.
- Give prompts but leave students to take improvement steps independently.

Reduce feedback over time

- As students engage in Independent Practice and gain confidence, reduce detail in the feedback given, allowing more struggle time before offering feedback.
- Train students to generate as much self-assessed feedback as possible referencing success criteria, exemplars of standards, and worked answers.

Feedback as actions



- If feedback is to move students forward in their learning, it can be helpful to frame it as an instruction to do something.
- This can be more useful and easier to understand than focusing on describing work that has been done previously.
- In giving feedback as actions, the feedback is embedded in the selection of the task.

Redraft or redo

- Give opportunities to improve a piece of work by repeating it one or more times.
- Ideas might come from Whole-Class Feedback, specific actionable comments or giving students exemplar work to compare to their own.
- Sometimes it's enough just to say *"do it again better"*.

Rehearse or repeat

- Students focus on certain aspects of learning that they have already encountered with a view to improve their confidence and fluency.
- e.g. repeating sets of problems, rehearsing explanations or performances.
- Improvement through repetition and rehearsal can be secured in a range of subjects.

Revisit and respond to more questions

- Instead of going back to make corrections on previous questions, it can be more productive to re-teach the key elements where common errors occurred and then set a fresh set of questions to respond to.
- The feedback is essentially *"do these questions".*

Relearn material and re-test

- Where students are required to learn a specific set of knowledge but have gaps in their recall, feedback can be to identify which details they found hard to recall and to engage in retrieval practice activities
- If the knowledge and the retrieval technique are very specific, this works well as feedback.

Research and record

- Where a students' work would be improved by making reference to a wider range of ideas, texts, case studies or examples, or if it could contain more detail…
- …then feedback can be to do some focused research and record their findings.

Whole Class Feedback

- As part of a diet of feedback, this technique is an excellent way to give students timely, detailed formative feedback whilst minimising teacher workload.
- It replaces writing individual comments in books with feedback given to the class as a whole.
- This allows the teacher to engage with the details of the work students produce rapidly, to inform a short, effective feedback and improvement cycle.

Read through students' work

- After collecting in a set of books, read through them, focusing on specific recent pieces of work.
- It's important that this happens before the next time you will see the students so it forms part of the flow of ideas in your teaching. Ideally read all the books but, if time is pressing, a sample can be sufficient.

Note the strengths

- Identify common areas of strength; when reporting back to students, it will help to stress the things that are being done well so that they are reinforced as well as serving as a prompt to the few students not yet doing them.
- Identify specific examples of excellent work with the intention of showcasing them as models.

Note areas for improvement

- Reading through, make a manageable list of common misconceptions, spelling errors, technical errors and any other areas for improvement.
- Note students who you might need to speak to individually because of specific issues.

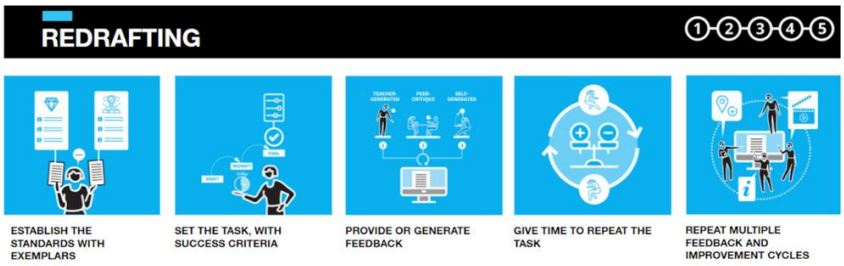
Give the feedback

- The next lesson, give the work back and present the feedback verbally, to the whole class, running over the strengths and areas for improvement.
- Share examples of good practice.

Give improvement time

- After the feedback, give students time to make immediate improvements.
- They need to identify where in their work common errors occur and where they have improvements to make in line with the feedback.
- This makes them think hard about the quality of their work, fostering a stronger understanding of standards.

Redrafting



- In Ron Berger's *An Ethic of Excellence*, he asks: 'What could you produce of quality in a single draft?'
- Giving students opportunities to produce multiple drafts of some pieces of work supports them to gain experience of producing excellent work.
- This builds their esteem through accomplishments, setting standards and teaching them the process of self-directed improvement.

Establish the standards with exemplars

- Invest time to **Set the Standards**. You might want to see what students do independently from the beginning, but with new learning, if they can see what excellence might look like in advance, they will be better able to pitch high.
- Use **Exemplars** showing a variety of outcomes to encourage diverse responses. Compare exemplars of middle and high standard so students see the differences themselves.

Set the task, with success criteria

- Decide if students should know in advance that they'll get opportunities for redrafting: will it stimulate a more experimental approach or, perhaps, lead to under-pitching in the first instance?
- Success criteria can help to provide a structure for the task ahead. Agreeing *what excellence will look like* through discussion is often very fruitful.

Provide or generate feedback

- After the first draft, generate feedback through one or more processes:
  - **Teacher-generated:** verbal feedback, suggesting improvements or just some prompts and clues.
  - **Peer-critique:** students using success criteria to provide positive, specific feedback for each other.
  - **Self-generated:** students review their work and identify possible improvements for themselves.

Give time to repeat the task

- Give adequate time to produce an improved draft, with students acting on the feedback.

Repeat multiple feedback and improvement cycles

- Review each draft in the same way as before, generating feedback for students to act on, feeding into another full cycle.
- Keep feedback specific and actionable, referencing the exemplars and the success criteria.
- Feedback on the final draft is valuable but will only serve as an end-point evaluation to inform future work, rather than another draft.

Short Feedback Loops

- Teachers need to balance the length or scale of a task, developing stamina and self-regulation, with the frequency and focus of the associated feedback process.
- If tasks are too big or too long, it can be difficult to provide feedback that is tightly focused on specific learning; there can simply be too many elements to feedback on.
- Tight, short tasks can help to generate precise feedback loops, securing immediate learning gains around specific knowledge elements with time for repetition and improvement.

Model the task; establish the success criteria

- Students need to know what excellence looks like. Give them a sense of purpose, aiming to meet specific learning goals and meeting criteria by showing exemplars or modelling the task.
- For a short feedback loop, model a short task with very specific criteria for success: a sentence, a specific maths calculation, a language structure, a painting technique.

Set the task and monitor

- Having modelled the short task, ask students to emulate the model, meeting the criteria by performing the task themselves.
- As they engage in the task, circulate actively, looking for success with this specific element of learning.
- Note who is succeeding and who is still struggling or needs additional support.

Stop and review

- Gauge a good moment to stop — when the majority of students have completed the task to a level that informs a meaningful process.
- If you don't allow enough time, you may be giving feedback prematurely.
- Examine students' responses, either with Show Call or by drawing attention to common challenges and common successes picked up while monitoring.

Remodel and re-emphasise success criteria

- Give students feedback, highlighting exactly where success criteria have been met and where students could improve.
- Remodel the task, repeating procedural elements, emphasising key concepts, vocabulary or facts students should know.
- With a tightly defined task, this can be very sharply focused on a small step or a few specific knowledge elements.
- Check for Understanding so students see where the scope for improvement in their work lies.

Repeat and check progress

- Ask students to continue to develop their work or to repeat it from the start, taking the feedback on board.
- A short feedback loop allows students to gain experience of redrafting in a short cycle, building fluency and deepening their understanding of what success looks like.
- Repeating the loop of steps 2-5 multiple times supports students to make significant gains, building much more secure foundations for future learning.

This EEF Teacher Feedback to Improve Pupil Learning (2021) also provide some examples to demonstrate that pupils need to be given opportunities to act on feedback.

	Feedback more likely to move learning forward			**Less likely**
	Task *Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.*	Subject *Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.*	Self-regulation strategies *Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.*	Personal *About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.*
KS1 examples	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	*'Great work—you're brilliant at maths!'*
KS2 examples	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	*'This is ok, but you are better than this!'*
KS3 examples	In computing, pupils have been asked to complete a series of sums where they add together two binary numbers. The teacher reviews the work and informs each pupil how many they have got correct. She asks them to revisit the questions, work out which are incorrect, and correct them.	A maths teacher notes that many pupils are not ordering their operations correctly, which they need to do across the subject. She selects an example problem to complete as a whole class before asking pupils: 'Find the problems from the last lesson where you incorrectly ordered your operations and correct them.'	Pupils in PE are trying a shot put. One throws a personal best but her following effort only reaches half the distance. The teacher asks her: 'Why do you think that attempt was less successful? What should you do differently next time?' The pupil identifies that she was holding the shot put in the base of her middle fingers for her better attempt, rather than her palm. She is asked to try again and monitor the difference.	*'You're a gifted historian—superb effort as always!'*
KS4 examples	In English literature, a teacher has read pupil essays on *An Inspector Calls* and reflected that many pupils are not including enough evidence to support their points. She shows pupils an example of a former pupil's work featuring a paragraph lacking in evidence, and another paragraph with sufficient evidence. She feeds back: 'Review these paragraphs. Can you notice the difference? Now, revisit your work, and add in evidence where you think it is necessary.'	A German teacher is reflecting on the oral mock exam that pupils have just undertaken. Some pupils failed to use the correct grammatical gender when speaking, which is required across the subject. He feeds back to some pupils: 'You need to use *der, die,* or *das* in the correct places. For the first ten minutes of this lesson, practice speaking about your part time job with your partner and correct each other when you use the incorrect *der, die* or *das*.'	A geography class are approaching their exams. They created individual revision plans at the start of term but, having just marked pupil mock papers, the teacher suspects that some pupils may only be revising the topics they are already strong in. She feeds back to one pupil who is struggling: 'Review which questions you struggled on in the mock exam. Amend your revision plan to give more priority to your areas of weakness.'	*'This is poor work—I expect better from a student of your standard'*
KS5 examples	A health and social care class are discussing the factors that contribute to disease. The teacher notes that only genetic factors are being identified and feeds back: 'The discussion is showing a rich understanding of the genetic factors, but what about environmental factors? Can you name some environmental causes of disease?'	A politics teacher is giving feedback on pupil essays on the strength of select committees in U.K. politics. Pupils were asked to include 'well-substantiated conclusions', a key skill in politics, but one pupil's essay featured a conclusion that did not match the argument in the rest of their essay. The teacher feeds back: 'Your conclusion is unsubstantiated and does not match the rest of your essay. Re-examine your argument and redraft your conclusion.'	A psychology student has submitted an essay which is of a much poorer quality than their previous attempt. The teacher asks them to consider: 'Thinking about your preparation, and with reference to the assessment objectives, what three things did you do differently this time which has resulted in a poorer outcome?' Once these are identified, the pupil will be asked to remedy these shortcomings in a redrafted essay.	*'Fantastic work—you're a born Chemist'*