

## Feedback for Learning Policy

### **'Feedback is one of the most powerful influences on learning and achievement'**

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

This Feedback for Learning policy is underpinned by research which suggests that providing feedback is one of the most effective ways of improving students' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year (EEF 2016).

This policy also recognises that 'feedback' is central to a teacher's role. However, while it is important to note that written marking is only one form of feedback and it offers an opportunity to provide students with clear and specific information, 'a conversation with the child about what they have done well and what they need to do to improve ...makes a difference to learning' (M. Myatt 2013).

Providing quality feedback during the lesson can be more appropriate and immediate which can better accelerate the learning journey that the student takes. At Helen Allison School we want to ensure that pupils get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and helps them identify what they need to do next to improve.

In order to eliminate unnecessary workload (Independent Teacher Workload 2016 Review Group, March 2016) we want to ensure that all marking/feedback is "**meaningful, manageable and motivating**". Feedback should only be used to promote learning (Hattie & Timperley 2007). Written feedback is useful but there are many other forms of feedback which can be more effective.

When it is possible to work with a pupil in class and give verbal feedback this can ease workload as well as being particularly effective for developing learning. 'Live marking' is encouraged as immediate feedback through 'live marking' helps students learn and reduces teacher workload ("Feedback should be more work for the recipient than the donor", D. William, 2005).

There is no single 'right' way of providing feedback – the strategy used should be appropriate for the purpose and context of the work as well as pupils' individual needs.

### **Purpose of Feedback**

- To enable pupils to improve their work, responsibly and confidently
- To enable the pupil to know how to take the 'next step'
- To model learning approaches and methods
- To motivate pupils
- To serve as a record of progress and achievements
- To give pupils specific information on the extent to which they have achieved the learning objective, success criteria and lesson outcomes; understand how to further improve their work; challenge and extend pupils understanding and skills
- To show pupils that we value their work and encourage them to do the same
- To develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

### **Focus of Feedback**

Feedback will usually be based on learning objectives (LO) or success criteria (SC).

LO is defined as new learning to be covered within the lesson or across the week

SC is defined as the steps needed in order to make the learning or outcome successful within the lesson. This can be differentiated.

### **What feedback looks like in Linguistic & Mathematical**

All written work will be at least marked against LO and/ or SC.

All areas of misconceptions should be addressed with verbal (VF) or written feedback as '**next steps.**'

In both, Mathematics and English, at least 1 piece of work per pupil should be developmentally marked in depth per week.

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. Such tasks must be completed by pupils.

Live marking is encouraged which facilitates high-quality learning dialogue between teacher and pupil during the lesson.

### **What feedback looks like in Scientific, Human and Social**

All written work will be at least marked against LO and/ or SC.

All areas of misconceptions should be addressed with verbal (VF) or written feedback as '**next steps.**'

At least 1 piece of work per pupil should be developmentally marked in depth per term.

Live marking is encouraged which facilitates high-quality learning dialogue between teacher and pupil during the lesson.

### **What feedback looks like in Physical/Technical/Creative & Aesthetic**

Verbal feedback at the time of the activity is the main form of feedback.

Feedback usually takes the form of examples and demonstrations.

Mini plenaries are used to help to address misconceptions during lesson.

Wider misconceptions can be noted on plans and addressed in future lessons.

All staff should use the marking codes provided.

### **What feedback looks like in the Nurture Groups**

Verbal feedback is the most appropriate and immediate form of feedback for the Nurture Groups' pupils. This feedback should always be focused on the pupils' current learning objective. On-going assessment outcomes are kept in each child's learning journal.

Progress in the pupils' personal skill as well as academic development are then measured on the MAPP continuum.

### **Peer & Self-assessment:**

Pupils are encouraged to assess their work against the learning objective and success criteria. A teacher may utilise different tools and/or techniques when carrying out self-assessment with pupils.

Pupils are encouraged to assess a peer's work against the learning objective and success criteria and teachers will model this practice.

**Other Principles:**

The learning objective and date should be provided for each lesson, using an agreed template.

Pupils will be given time to look at their marked work and reflect upon their learning.

Pupils will be given time to: make improvements; complete corrections; complete extension activities (where appropriate).

In KS4 and above, pupils will be made aware of the different qualifications they are working towards.

Feedback in KS4 may, where appropriate, link to examination level e.g. Entry Level 1 or Higher Level 2.

**Responsibilities:**

It is the responsibility of the Curriculum Leaders and the SLT:

- To monitor the consistent use of this policy across the school
- To ensure the policy is reviewed and at least annually

It is the responsibility of all classroom teachers:

- to ensure that all classwork is marked according to the Feedback for Learning policy
- to explain the marking system to their pupils
- to ensure that assessment information informs further curriculum planning
- to be aware of pupils' individual needs and modify their comments appropriately
- to model clear instructions and legible handwriting when giving written feedback in books

**Feedback Annotation Key**

| Symbol    | Meaning   |
|-----------|---|
| <b>LO</b> | Learning Objective                              |
| <b>SC</b> | Success Criteria                                |
| <b>S</b>  | Work that has been completed with adult support |
| <b>VF</b> | Verbal feedback given                           |
| <b>IL</b> | Interrupted Learning                            |
| <b>NS</b> | Next learning steps                             |

*This policy does not have an unfair or unreasonable impact on pupils or staff who have a protected characteristic (age, disability, ethnicity and race, gender, gender identity, marriage and civil partnership, pregnancy and maternity, religion and belief, sexual identity and orientation).*