Feedback Policy

At Minchinhampton Academy, we recognise the crucial role that good quality feedback to pupils has on their learning and their behaviour.

'The mistake I made was seeing feedback as something teachers provided to students. I discovered that feedback is most powerful when it is from the student to the teacher: what they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged- then teaching and learning can be synchronised and powerful. Feedback to teachers makes learning visible.'
John Hattie 2011

<u>Principles of good feedback</u>

All feedback given, whether it be oral or written:-
  i) contains information about their learning or about their performance against the learning objective and/ or success criteria,
  ii) always stays positive and leaves the pupil's self esteem intact,
  iii) is frequently constructive and gives the pupil a clear idea about next steps to help them improve,
  iv) expects more of the recipient than the person giving it.
  v) is managed so that more time is spent responding to the feedback than commenting on the learning.
  vi) focuses on quality not quantity
  vii) looks to encourage ever greater autonomy in the pupils over their learning.
  viii) should be ongoing and form a critical part of the dialogue involving teacher and child, including teacher to child, child to teacher and child to child.
  ix) preferably happens during the lesson and with the pupil involved.

<u>Staying positive</u>
In order of priority, the positive side of any feedback should always take one of/ two of 3 forms:-
  a) A description of the learning/ achievement of the pupil eg 'You have used strong adjectives in this description.'
  b) Include a positive comment- preferably accompanied by a description of the learning eg 'This is impressive writing. You have used strong adjectives in this description.'
  c) At the very least be positive- 'This is impressive.'

<u>Providing next steps:</u>
In order of priority, the next steps of any feedback should always take one of/ two of 3 forms:-
  <u>a)</u> Building on a strength- eg (('This is impressive writing. You have used strong adjectives in this description.))...where could you include one more adjective?
  <u>b)</u> Look for alternative ways forward eg How else could you have worked this out?
  <u>c)</u> Explore an error or mistake eg where do you think this began to go wrong?

-Next steps should be given frequently in literacy, numeracy and science but can be used in other subjects. They should always be responded to by the pupil.
Examples:-

- -maths work where the children will be re-visiting the same concept the next day and they have had the chance to learn from the previous day's mistakes before moving on.
- -written work where the children are writing an extended piece over several lessons and next steps can provide guidance mid way through the writing.
- -science work when questions in their book will help them re-structure their thinking around a particular concept- very useful when responding to conclusions.

<u>Learning attitudes</u>
See the learning attitudes as, as much part of the curriculum as the maths, English etc.
i)   Take time to teach the correct learning attitudes explicitly through, for example, structured cooperative group work.
ii)   When pupils get their learning attitude wrong, see this as a mistake to be worked on – as you would do in any other curriculum subject. Provide positive feedback as well as next steps.

<u>Marking:</u>
-Marking of pupil work should follow the principles of good feedback listed above.
-Just as with all feedback it preferably happens during the lesson and with the recipient involved.
-All work must be responded to- and all written work must be acknowledged with at least a tick. Normally the tick should be accompanied by a comment.
-Visiting teachers should have own guidelines and are provided with a stamp which says 'Visiting teacher'

<u>Within lesson feedback</u>

We take the view that the best feedback happens during the lesson and with the pupil involved. These 'learning stops' can happen at any point within the lesson but preferably near the beginning or mid-way through the lesson to allow time for pupils to act on the feedback within lesson.

Verbal Feedback (**VF** stamp)
-Verbal feedback is the only type of feedback appropriate for the younger pupils and for those who are not yet fluent readers but will be used with all pupils throughout the school. Verbal feedback could of course be given to an individual but in the interests of using class teacher and TA time efficiently, it could and should be given to groups of pupils and/or the whole class.

-Verbal feedback could be be recorded in one of several ways:-
1. Teachers or pupils will simply stamp VF next to work where verbal feedback has been given.
2. The teacher will stamp VF and will then annotate books to remind them of the discussion had/ what they observed / heard.
3. The teacher will write or stamp VF and the pupils themselves will summarise the teacher's verbal feedback in their own words

Action as a result of verbal feedback must always be clearly recorded. The pupils will complete work that has been done as a result of the VF on the opposite page.

VIS

The visualiser should be used at the outset of a lesson/ unit to share and discuss excellent work// discus how some excellent work differs from some very good work.

Visualiser time will be used constantly as an efficient method of providing whole class and large group feedback during the lesson.

Work from that lesson could be shared on the visualiser and discussed including providing/ discussing next steps. This will not only provide feedback but model how to give feedback.

The pupils or the teacher will write 'VIS' by the work.

Action as a result of visualizer time must always be clearly recorded. The pupils will complete work that has been done as a result of the VT on the opposite page.

FB

Cooperative peer feedback should be used from Year 1 upwards, increasing in frequency as pupils progress through the school.

Pupils read their writing out loud to their buddy or alternatively explain their work to them. Pupils should constantly be having work read to them or be reading their work to others.

When peer feedback is happening, one book should be placed on top of the other- to ensure the pair focus on just one book at a time.

PF (pupil feedback) must be modelled very carefully to ensure it abides by the principles of good feedback above. Modelling should happen as a whole class/ guided groups extensively on the white board/ visualiser.

Peer feedback should use 'feedback buddies.' Just as with Talk Partners, these should not remain the same- they should change frequently and be chosen at random rather than from the same ability group.

The pupil will write 'FB' by the work with the name of their feedback buddy alongside. It is always the pupil themselves who records in their book the outcome of the discussion- this will be in one or a combination of different ways:-

1. Supporting a response to the teacher's EBI: Feedback buddy supports the writer in acting on the teacher's EBI –- written on the opposite page.

2. Playing detective: the teacher provides a number of different feedback comments. The table/ group/ pair are set the task of working out which feedback belongs to which work.

3. <u>Identification of LI achieved</u>—jointly deciding where to tick the work where LI / SC has been best achieved. Jointly colour highlighting the text (against a success criteria key) where the SC have been delivered.

4. <u>Identifying strengths to build upon</u>— they talk about two things they both have liked about the writing, eg 'I liked the strong adjectives you used.'

5. <u>Multiple feedback</u>—pupils given the opportunity to provide positive feedback about many other pupils' work- perhaps by walking around class and writing their remarks on sticky notes on work they read.

6. <u>Coming up with their own EBI</u>: They help the writer write one EBI they would both have for the work eg try to use more interesting adjectives.
Just as the feedback buddies may take the teacher's EBI as their starting point, so the teacher needs to comment on the pupils' independent or peer editing.

IR
Independent redrafting should be used from Year 2 onwards, increasing in frequency as pupils progress through the school.

This will be in one or a combination of different ways:-

1. Responding to the teacher's EBI: –- written on the opposite page.

2. Identification where the LI/SC have been achieved—and building upon strengths on the opposite page.

-Pupils must have this modelled for them and do it as a whole class and as a guided group extensively- on the white board or with the visualiser- to ensure they can redraft independently.

Where they are adding in words or changing words, this can be done on the text itself.

Where they are changing parts of a text, for example adding in an extra paragraph or changing the whole order of a sentence, they will need to write it on the opposite page.

The teacher could/ should respond to the changes made by the individual pupil.

After the lesson feedback

Teacher marking should always remain part of the 'mix.' In any one maths or English unit, there should be at least 1 piece of after the lesson feedback, as well as teacher comments responding to PF or IR.

There is little point in spending time on teacher marking when other forms of feedback will be as or more impactful.- the teacher needs to judge when teacher

feedback will be the most appropriate. This might be influenced by a number of factors:-

-if there has not been time for within lesson feedback;
-if a style of feedback needs modelling;
-if you want feedback buddies discussing the teacher's EBI as their starting point;
-if you want to provide feedback on a very specific feature and you are not confident the pupil or their feedback buddy will provide it independently;
-if you are aim to work with a focus group during the next lesson and your feedback will act as starting point for this session;
-if you have a specific concern re a pupils' spellings/ punctuation and you wish to provide ongoing feedback to support them.
etc etc

All teacher's marking must be responded to/ acted on, on the opposite page. Time could be found at the beginning of the day, at the outset of the next lesson, as the independent task in the next lesson etc..

A visiting teacher will be expected to follow this feedback policy. However where a visiting teacher has marked the work, it will also be stamped.

Teacher feedback might involve one or a combination of different steps:--

1.The teacher puts a tick next to part of the work or highlights part of the work where it has been most successful in achieving the learning objective. They accompany this with a brief comment on the opposite page, referencing the learning, eg 'strong adjective.'

2.The teacher underlines no more than 3 spelling mistakes and

writes (SP)   and the correct spelling in the margin. The pupil should write these out three times at the bottom of the page. You may need to correct more than 3 spellings but pupils should not be expected to work on more than 3 spellings.

3 The teacher responds to punctuation errors by:-
putting a spot (.) (as in-'spot' the mistake)in the margin, next to the sentence. The child will need to search and find the error and initial it when they have found it.
-or drawing a circle around the letter or place where the punctuation is missing to show punctuation has been missed.

As with the spelling the priority here is to give the children a chance to learn from their mistake and to be thorough about our expectations. You should not therefore identify all punctuation errors in a longer piece of writing- as long as they are given the opportunity to learn from their mistake.

5 Next steps-
- in English: - write EBI (even better if) under the positive description and next to EBI, write a suggested improvement or extension.

-in maths:- draw the pupil's attention to an error they need to evaluate or extend them with a slightly more difficult sum or problem (see below)

Comments that provide next steps: some possibilities for English/Maths/Science:

We might <u>ask a question</u>, for example:-

English:
What other adjectives could you have used here?
Why did the troll do this?

Maths:
Why might we be uncertain of this answer?
Can you now do this..?

Science:
So where does the light come from?
So why should the build up of CO_2 mean the candle goes out?

We might <u>scaffold our prompt:-</u>
English:
'Describe the expression on the dog's face. Do you think he was annoyed? How might he have shown this? He was so surprised he……..He barked……..ly, feeling very…..….that he had lost his creature.'

Maths:
Look at my algorithm and fill in the missing number.

Science:
Try to fill in the gap. 'The larger the parachute canopy, the…………the toy soldier falls.'

We might give an <u>example prompt</u>:-

English
'Choose one of the following or try your own: He couldn't believe his eyes/ He ran around in circles feeling really angry.'

Maths
'Which one of these two solutions is the most likely?' 54 or 45

Science
'Which of these plants do you think use wind dispersal?'

We might ask a pupil to <u>evaluate an error</u> they have made:-

English
Have a look at this sentence and try to re-write it so that it makes better sense.

Maths
'Where do you think you went wrong with this method of calculation?'

Science
 Have a look at your diagram. Can you see which part of the diagram might be incorrect? Think about what needs to happen in the experiment.

In science or maths we might ask the children to <u>prove it:-</u>

Maths
Well done- can you now prove that this is the correct answer.

Science
How might you set out to prove that your hypothesis is correct?