

Feedback Policy

'Together we unlock potential and learn for life'



This policy was approved by the Governing Body of Moor First School at their meeting on:

SignedChair of Governors

SignedHeadteacher

Review Frequency: Every 3 Years

Next Review: June 2027

Introduction

Assessing the learning of pupils is a fundamental aspect of teaching and learning and is vital in order to help learners make progress.

Our guiding principles.

This feedback policy has been thoroughly researched.

‘Feedback plays a central role on securing student’s learning, supporting them how to deepen their knowledge and understanding or improve their performance’
(Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

We have used the work of Dylan Wiliam, Barack Rosenshine, the EEF (Teacher feedback to improve pupil learning) and The DfE workload (and sample policies) reduction toolkit as our guiding principle.

What is the purpose of feedback? (ASA)

1. To evaluate the extent to which pupils are on track with their learning. (Assess)
2. To support pupils with their learning and progress. (Support)
3. To support the teacher in adapting lessons/sequences of lessons (Adjust)

How did we arrive at this policy?

CPD based around Formative Assessment has helped to guide this policy, high quality formative assessment ensures we move learning forward: the foundation of feedback.

We have also used the DfE teaching workload reduction toolkit to support the wellbeing of our teachers.

Consultations with the staff have also revealed that the time spent on written marking is disproportionate to the benefits. Staff also report that as their skills in formative assessment have evolved, the process of marking is less beneficial because the assessment was done at the point of learning.

Rationale for our school:

At Moor First, we believe that the process of marking and offering incisive feedback should be provided in the moment, it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed.

Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly. All staff will note errors that are made by many children and use them to inform future planning.

How do we feedback to pupils?

Purpose	What it might look like?	Evidence
Gathering ‘data;	Feedback is ineffective when the data on which we base it is inaccurate or the sample is too small. During lessons teacher gather data by: <ul style="list-style-type: none">• Questioning and ensuring all pupils can respond• No opt out approach• Written work in books	No hands-up/opt out in lessons Whiteboards and Pens being used daily. Teacher is asking questions to elicit thinking and responses

Assessing the data	<p>In order for data to be useful, it need analysis. Teachers will analyse by:</p> <ul style="list-style-type: none"> • Reviewing the responses of the pupils against the outcomes. • Reviewing the response of the pupils for accuracy or misconceptions. • Ensuring their subject knowledge is up-to-date. 	<p>Teacher is observing. Teacher is asking questions for clarity. Pupils are being asked to explain their thinking .</p>
Supporting pupils with feedback	<p>Once data is collected and analysed feedback to the pupils can happen. This is done by:</p> <ul style="list-style-type: none"> • Rephrasing instruction • Clarifying concepts and processes • Further questions to find the 'root' cause(s) of misconceptions • Reteaching immediately when misconceptions can be quickly addressed. • Reteaching at a later date when misconceptions cannot be quickly addressed. 	<p>Learning walks and observation Feedback to pupils. Pupil books</p>
Adjusting pedagogy	<p>Gathering data, assessing it and feeding back to the pupils may uncover gaps and/or misconceptions. The teacher will then adjust their pedagogy by:</p> <ul style="list-style-type: none"> • Remodelling learning for all or specific groups • Re-planning the lesson 'live' • Reflecting on the sequence of lessons/curriculum and adjusting plans • Seek further advice from curriculum leaders. 	<p>Observations of planning. Learning walks and observation Pupil books.</p>

Whilst the majority of feedback will be a reciprocal verbal process between the teacher and student, we recognise the need to check books and record any written feedback using blue pen.

Regular checks on spelling, punctuation and presentation will be carried out over the week as part of our school values. If pupils require feedback to improve spelling or presentation this will be recorded in their books. If pupils are required to respond, this will be highlighted in green.

Marking	Purpose
Marking in the Moment: Live marking.	<p>Intervention marking within the lesson to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning by teacher or TA to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments or written feedback where misconceptions are remodelled or challenges provided.</p>
Improvement Marking	<p>Verbal feedback will be given to the children and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning. Children from Year 2 upwards are sat in rows for much of the lesson time – allowing for staff to rotate around learners and mark VF (verbal feedback given) within books when spoken to about their learning.</p> <p>Reminders are given to pupils to prompt more accurate responses.</p>

<p>Self-assessment and peer assessment</p>	<p>Autonomy is given to the children. Differentiated success criteria is used to comment on the attainment and success of a piece of work and suggestions for improvement, indicating positive ways forward. Teachers will acknowledge the marking completed by the children.</p> <p>All learning outcomes will be acknowledged at the end of the lesson. It is essential that all learning produced by a child is valued and their efforts and outcomes are acknowledged against the intended learning outcome. Strategies for self-regulation should explicitly taught to enable children to identify their own mistakes and correct accordingly.</p> <p>Edit and improve time is embedded into the timetable and children record this using green pen.</p>
<p>Daily, weekly reviews and spaced retrieval.</p>	<p>Revisiting 'gap' areas secures student's learning, supporting them how to deepen their knowledge and to enable them to improve their performance.</p>

To support this policy, CPD is carefully planned and the appraisal system is used to support personalised learning.