



Bagthorpe Primary School

Feedback Policy

Created: June 2022

Approved: 20.09.2022

Feedback Policy

'Achievement in schools is maximised when teachers see learning through the eyes of the student, and when students see learning through the eyes of themselves as teachers.'

(Hattie 2014)

Background

In September 2021, the staff of Bagthorpe School reviewed workload as part of an INSET day: this covered many areas of teaching, including feedback and marking. We know from national data and research that written marking can consume too much of a teacher's time outside of lessons and that if the marking is not useful for the pupils or the teacher, then there is no reason to do it.

In the light of national advice from the DfE and OFSTED, as well as considering the wealth of educational research into effective feedback, we looked at all areas of feedback in the classroom, trialled approaches, came back together several times to review and share approaches.

This policy is the culmination of the year's work, and consists of a series of core principles on which we base our classroom feedback. This policy will be reviewed annually to take account of further research and sharing of techniques.

'Feedback should be more work for the recipient than the donor.' (Jackson 2009)

The Purpose of Feedback

Our two fundamental questions when considering feedback in the classroom are:

Why are we doing it?

What is its impact?

These two questions underpin every approach we use when feeding back to children.

In addition to these questions, we have also considered:

- Why has work been marked?
- Who is it for?
- Can the child access the feedback given?
- How does the feedback promote learning?
- Has the feedback been effective?
- Have children responded appropriately?
- Is this marking necessary?

Feedback is important at Bagthorpe Primary School because:

- It is meaningful for the child
- It maximises learning potential
- The child is at the centre of the learning
- It helps children learn how to be the best they can be
- It informs learning by giving areas for development, so that the child establishes their next steps
- It aids teachers in planning future lessons
- To support communication of learning targets between practitioners within EYFS

What feedback will look like in the classroom:

- Learning is continually evaluated and adapted
- There is dialogue – everyone is talking about their learning and next steps
- The teacher/teaching assistant makes ongoing observations of children
- Children are clear about where they are now, where they need to get to and how to 'close the gap' between the two
- Children are active learners
- Techniques like making deliberate errors are used to allow teachers/teaching assistants and children the opportunity to articulate the learning process
- There is questioning between pupils and adults and pupils and their peers
- There are regular learning conversations in lessons with individuals, groups and the whole class
- Children are developing an understanding of what quality learning looks like through teacher modelling, and coaching in self and peer assessment, as well as using WAGOLL/WABOLL techniques, so that high expectations of learning are clearly established

'Feedback is most effective when students do not have the proficiency or mastery – and thus it thrives when there is error or incomplete knowing and understanding. Errors invite opportunity. They should not be seen as embarrassments, signs of failure or something to be avoided. They are exciting, because they indicate a tension between what we now know and what we could know: they are signs of opportunities to learn and they are to be embraced.'
(Hattie 2012)

Types of feedback you will see in our classrooms

'In the moment' verbal feedback

1. Once children have been allocated a task, the teacher/teaching assistant will be visible, on the move around the classroom with their pen in hand, checking that all children have understood the learning and are on track. Practitioners within EYFS are on the move around the classroom in discussion with children, engaging in conversation, observation and modelling, and interaction is a fluid, continual exchange.
2. The teacher/teaching assistant will spot misconceptions and 'eavesdrop' to ascertain which children may need extra support, or need their learning extending. The teacher will intervene and refocus or reteach the task as appropriate.
3. The teacher/teaching assistant will use paired talk, whiteboard responses, questioning and group problem-solving tasks to inform the direction of the lesson. In independent provision in EYFS, children take a photograph of their work, so that the teacher/teaching assistant is actively aware of their independent learning and can give instant feedback.
4. Verbal feedback may be given to individuals, groups or the whole class
5. The feedback often requires immediate action by the child to change or improve their learning there and then
6. In the moment feedback may involve the teacher/teaching assistant 'marking' some work that the child has produced, but will be accompanied by verbal suggestions and next steps, and will be done alongside the pupil
7. Verbal feedback allows the child to try out, develop and implement suggestions or targets, or to apply improvements to another piece of work
8. Verbal feedback is task-related, not ego-related and teachers/teaching assistants are mindful of using the same tone and language for both lower and higher attaining children.
(Research has shown that most praise is given to teacher-perceived low achievers and most criticism to higher achievers – Meyer 2011)

"[students find teachers'] feedback confusing, non-reasoned and not understandable. Worse, students often think that they 'have understood the teacher's feedback when they have not,

and even when they do understand, claim to have difficulties in applying it to their learning” (Goldstein, 2006; Nuthall, 2007) (Hattie, pg. 137, 2012).

Post lesson feedback

1. Teachers/teaching assistants may read the work of all pupils or a representative group of pupils, at the end of a lesson or unit and note down strengths or misconceptions that will be fed back or taught by the teacher/teaching assistant
2. at the start of the next lesson
3. Some aspects may be pertinent to individuals or a small group of children, and may be used as future teaching points
4. EYFS practitioners may share examples of learning within child-led, teacher-led or teacher directed tasks to the class; a discussion around the task feeds back strengths and weaknesses within the learning and how to progress further
5. Written marking should be used with caution and should only be used if the following points are adhered to:
 - The marking is suited to the child and the child can access it
 - There is time for the child to read and respond to the comments
 - Teachers/teaching assistants believe that the impact on the child’s learning will be worth it
 - It should NOT be acknowledgement marking

Child-led feedback

It is essential that children learn to take ownership of their own learning and improvements and therefore, these approaches need to be continuously modelled and explicitly taught so that they become an integral part of the learning process.

Self-marking

1. This provides children with immediate feedback so that they can correct work or ask for support to make improvements
2. It can be effective in Maths lessons for children to self-mark the first few calculations, so that they can either ask for support or proceed to a harder challenge
3. Teachers/teaching assistants model different ways of checking answers and then ask children to do the same – they can ‘proof-read’ calculations or use the inverse operation to check answers

Self-Review

1. Children mark their own work against a set of success criteria or previous ‘next steps’ – this allows them to reflect upon their own progress and to take control of their own learning. Younger children may start this process verbally with sentence stems given by an adult.
2. Children reflect and consider how effective their own learning was, ensuring that they then use this information to improve their learning
3. Older children may write their own self-evaluation comment to feedback to the teacher/teaching assistant at the end of a lesson or unit – this is powerful, as it again gives children control of their own learning , but also gives the teacher/teaching assistant vital information about what the child understands

‘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.’ (Hattie 2011)

Peer Feedback

'An important strategy is when students become teachers of others and learn from peers, as this involves high levels of regulation, monitoring, anticipation and listening to their impact on the learner.' (Hattie, Donoghue 2015)

It is essential that teachers and teaching assistants continually model how to provide effective peer feedback – both written and verbal. In Bagthorpe, the children work towards using purple pens to review and revise work from Year 2. When peer marking, the author of the piece of work holds the purple pen and remains in control of his/her learning whilst listening to suggestions from his/her peer. Dialogue about learning is an important skill that we seek to develop and children should review each other's work against a clearly defined set of success criteria or previous next steps.

Peer feedback allows opportunities for children to develop the language of learning and to see the work of others, which may expose them to a higher standard of work - a variety of pairings will be used in order to facilitate this.

'88% of children placed into ability groups at age 4 remain in the same groupings until they leave school.' The Expert Learner (UK Higher Education OUP Humanities & Social Sciences Education OUP) by Gordon Stobart

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June 2022