

# The Spire Federation Feedback Policy

Date Approved: June 2022

## Introduction:

At The Spire Federation, we recognise the importance of feedback as an integral part of the teaching and learning cycle. We aim to maximise the effectiveness of feedback in our practice. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and the DfE Teacher Workload Toolkit.

## Purpose of Feedback:

Effective feedback should focus on **moving learning forward**, targeting the **task, subject, and self-regulation strategies**. Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is avoided as it is less likely to be effective.

|                     | Feedback more likely to move learning forward                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                  | Less likely                                                                                                                                                                                                                                            |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <b>Task</b><br><br><i>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.</i> | <b>Subject</b><br><br><i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i>                                                                          | <b>Self-regulation strategies</b><br><br><i>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.</i>                                             | <b>Personal</b><br><br><i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i> |
| <b>KS1 examples</b> | 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!'                                                                                                                                                                                                                |
| <b>KS2 examples</b> | In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features.<br><br>'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 "Icenii 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 used 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!'                                                                                                                                                                                                            |

Source: Teacher Feedback to improve learning, EEF

## High Quality Instruction:

Before providing feedback, high quality instruction is provided, including the use of formative assessment strategies.

High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

## How we give feedback:

Teachers judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.

| Type                          | What it looks like                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Evidence (for observers)                                           |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <b>Immediate</b>              | <ul style="list-style-type: none"><li>• Takes place during a lesson with individuals, groups or the whole class.</li><li>• Includes the teacher and/or teaching assistant gathering assessments from their teaching e.g., book work, verbal answers.</li><li>• Often given verbally to pupils for immediate actions.</li><li>• Praises effort and contributions.</li><li>• May involve the use of a teaching assistant to provide support or further challenge.</li><li>• May re-direct the focus of teaching or the task.</li><li>• Live marking</li></ul>                                                                                                                                          | Lesson observations; learning walks.                               |
| <b>Responsive (catch-up)</b>  | <ul style="list-style-type: none"><li>• Takes place after the lesson or activity with individuals or groups.</li><li>• Re-addresses knowledge from the lesson or activity or addresses missing prior knowledge.</li><li>• Often given verbally with time to rehearse knowledge immediately.</li><li>• Will usually be delivered by a teaching assistant based on guidance from the teacher.</li><li>• An element of the child's responses to catch-up are recorded in their workbooks to show progress over time.</li></ul>                                                                                                                                                                          | Learning walks; catch-up observations; feedback grids; book looks. |
| <b>Summary (feed-forward)</b> | <ul style="list-style-type: none"><li>• Involves reading/looking at the work of all pupils at the end of a lesson or unit.</li><li>• Identifies key strengths and misconceptions for the whole class or sub-groups</li><li>• Takes place during the following lesson.</li><li>• Addresses over-arching strengths and misconceptions as well as specific misconceptions for the sub-groups</li><li>• Involves allocating time for editing based on the feedback given or rehearsal of the knowledge. Editing is done in purple pen/pencil.</li><li>• May involve some peer support or support from a teaching assistant.</li><li>• May be delivered by the teacher or a teaching assistant.</li></ul> | Planning looks; lesson observations; learning walks; book looks.   |

## Practical Considerations:

Careful thought is given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers, therefore, implement strategies that encourage learners to welcome feedback, and monitor whether pupils are using it.

Integral to this teachers:

- Discuss the purpose of feedback
- Model the use of feedback
- Provide clear, concise, and focused feedback - targeting the task, subject, and self-regulation strategies
- Ensure pupils understand the feedback given
- Provide opportunities for pupils to use feedback so that the feedback loop is closed so that pupil learning can progress.

**Time-efficient approaches to effective feedback used include:**

**Coded Marking** - To support written marking, codes are available for use (Appendix 1).

**Live-marking** – taking place instantly within the lesson

**Verbal feedback** - delivered during the lesson

**'Thinking like the teacher'** - The quality of written feedback may be constrained by the quality of planning, editing, and reflection exhibited in pupils' written work. Pupils spend time pre-empting teacher comments and editing and revising their work (with scaffolds and modelling used where appropriate).

**Written comments** may offer an invaluable opportunity to provide task, subject, and self-regulation feedback. Teachers carefully consider when they are offered, ensure they include useful information, and carefully monitor the time being spent on them. A teacher may not need to give them all the time, for every task, and if they are taking the time to provide them, they ensure that pupils are then given ample opportunity to use and act on the feedback.

Teachers may wish to use a **whole class feedback record** such as the example in Appendix 2.

**Stamps & reward stickers** may be used as praise along with merits.

When writing in books, **school staff use green pens**, **supply staff use blue pen** and **pupils use purple pens for self-assessment and editing**.

## Appendix 1 - Feedback Codes

### Feedback Codes – What do the symbols mean?

|           |                                                                              |
|-----------|------------------------------------------------------------------------------|
| ✓         | Well done                                                                    |
| ●         | Something looks wrong - have another look                                    |
| G         | Guided Work – you worked within a group                                      |
| Sp        | Spelling Error – you have spelt a word incorrectly                           |
| P or<br>— | Punctuation – you have missed some punctuation or used incorrect punctuation |
| CL        | Capital letter – you have missed capital letters                             |
| Λ         | Word missing – insert the missing word in your work                          |
| ~~~~~     | Something doesn't make sense – have another look                             |
| H         | Handwriting/Finger spaces                                                    |
| //        | Paragraph – you need a new paragraph                                         |
| *         | Merit Award                                                                  |

## Appendix 2 – Whole Class Feedback Record

|                                                       |                                    |
|-------------------------------------------------------|------------------------------------|
| Date:                                                 | Subject:                           |
| Lesson:                                               |                                    |
| Work to Praise and Share:                             | Need Further Support:              |
| Misconceptions:                                       | Actions to address misconceptions: |
| Presentation:                                         | Basic Skills Errors:               |
| How to extend pupils who have achieved the objective: | Next lesson notes:                 |