

FEEDBACK POLICY

Effective **feedback**:

- informs the pupil what they have done well and what they need to do to improve.
- supports teachers' assessment knowledge of each pupil to provide information to aid the in plan and refine next steps in learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- ✓ redirect or refocus either the teacher's or the learner's actions to achieve a goal
- ✓ Be specific, accurate and clear
- ✓ Encourage and support further effort
- ✓ Be given sparingly so that it is meaningful
- ✓ put the onus on students to correct their own mistakes, rather than providing correct answers for them
- ✓ Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload and emphasises that marking should be: meaningful, manageable and motivating.

Key Principles for marking and feedback:

- the focus of feedback should be to further children's learning
- evidence of feedback is incidental to the process; we do not need to provide additional evidence for external verification
- feedback should empower children to take responsibility for improving their own work
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson.
- The 'next step' is usually the next lesson

In summary feedback is about looking for learning and using that information to plan for future learning.

At St Barnabas the priority is on immediate verbal feedback to move children forward and to consolidate their learning.

Written feedback may be used to model an explanation or to give a task to check understanding or for consolidation.

Formal marking of work may be used for summative assessment.

Children will use a green pen for self-marking. Staff will use another colour.

September 2021

