



# Feedback Policy



## The Stour Federation

## 1. AIMS AND RATIONALE

Feedback is information given to the learner about the learner's performance, relative to goals or outcomes. Providing feedback to pupils is one of the most powerful things we can do to strengthen learning. It informs children about their current level and how to improve to reach a desired, next stage of performance.

Feedback is only successful if pupils use it to improve their performance.

In The Stour Federation, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice. 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, manageable and motivating.
- Put the onus on pupils 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.

Providing effective feedback to pupils is one of the most powerful things we can do to strengthen pupil learning (Kirschner and Ruebens 2020). It informs pupils about their current level and how to improve to reach a desired, next stage of performance (Hattie and Timperley 2007). Feedback can take many forms, though traditionally a large emphasis has been placed on written feedback.

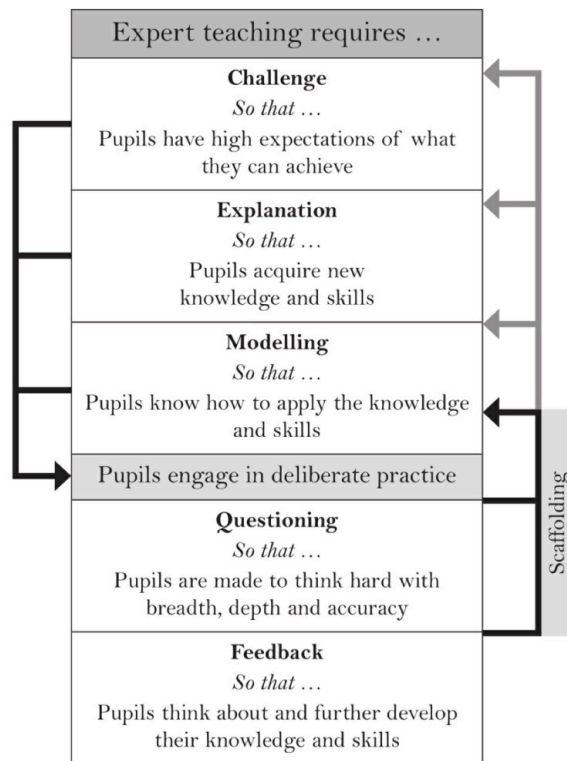
Feedback that doesn't encourage and doesn't make pupils think or act is likely to be ineffective (Kirschner and Ruebens 2020), and feedback is only likely to be effective if it is timely. If feedback is not delivered well, pupils are likely to give up, reject the feedback or choose an easier goal (William 2011).

The workload implications of feedback methods should be considered. We want to provide feedback in a way that informs pupils about how to make forward progress in their learning without overburdening teachers; we need to consider which methods of feedback maximise both efficiency and effectiveness. One of the most common methods of providing feedback is written feedback; in other words, 'marking'. Research has been undertaken to try to ascertain the effectiveness of written feedback, often motivated by an attempt to quantify the impact of the significant workload pressures associated with this approach. Elliott et al (2016) found that there was little robust evidence around the impact of written feedback on learning. Others (Gibson et al. 2015) have argued that whilst written marking may be effective, the inordinate amount of time it takes to do well makes it problematic as the sole feedback method.

Actionable recommendations regarding feedback schools have been published by the EEF (2021), providing additional, evidence-informed guidance for teachers who wish to maximise the efficacy of their feedback to give pupils the greatest opportunity to succeed. There are a number of key

points worth highlighting:

1. That high-quality feedback should follow high-quality teaching that also utilises effective formative assessment strategies (and that better initial teaching, pitched at the appropriate level, may reduce the amount of feedback a teacher needs to give).
2. There is no one clear answer for when feedback should take place - sometimes pupils require immediate feedback, at other times they may benefit from delayed feedback; teachers' decisions may consider the nature of the task, the individual pupil, and also the collective understanding of the class.
3. That feedback should be specific and actionable - targeting specific learning gaps and ensuring that pupils have the opportunity to use the feedback they have been given.
4. That teachers need to give thought to how feedback may be received and its impact on pupil motivation; creating a culture where pupils welcome feedback may be helpful here, but we still need to recognise that different pupils will respond differently to, or be motivated by, different types of feedback.



This policy is aligned with our Teaching, Learning and Curriculum Policy, elaborating on the feedback section based on 'Making Every Lesson Count: Six principles to support great teaching and learning' by Shaun Allison and Andy Tharby and the primary version follow-up by Jo Payne. The authors describe teaching without feedback like a golfer hitting balls in the dark. With no light or view of the path the golf balls are taking, the player is simply hitting shots over and over. Each ball is a new start and a chance to swing better than the previous shot, but the lack of visibility means there is no indication of how the technique could be improved.

## 2. PRINCIPLES

Teachers and teaching assistants need to help children on their learning journey: keeping them on track through precise and timely feedback, celebrating their efforts to succeed and pointing them towards their next challenge. Our policy therefore has at its core a number of principles:

- The focus of feedback should be to motivate and further children’s learning.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Feedback should take place at the earliest opportunity to have the greatest impact.
- Feedback is a part of The Stour Federation’s wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to maximise their progress.

## 3. FEEDBACK AND MARKING

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

TYPE	What it looks like	Evidence (for observers)
Live Feedback - at the point of teaching	<ul style="list-style-type: none"> <li>• Includes the teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, book work, etc.</li> <li>• Takes place in lessons with individuals, small groups or the whole class.</li> <li>• Often given verbally to pupils for immediate action.</li> <li>• May involve use of a teaching assistant to provide support or further challenge.</li> <li>• May redirect the focus of teaching or the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks.</li> <li>• Retrieval practice.</li> </ul>
Summary Feedback - at the end of a lesson/task	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity.</li> <li>• Often involves whole groups or classes.</li> <li>• Provides an opportunity for evaluation of learning in the lesson.</li> <li>• May take the form of self- or</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Intention swooshes (always).</li> <li>• Lesson observations/learning walks.</li> <li>• Some evidence of self- and peer- assessment.</li> <li>• Quiz and test results may be recorded in books or logged</li> </ul>

	peer- assessment against success criteria. <ul style="list-style-type: none"> <li>• In some cases, may guide a teacher’s further use of review feedback, focusing on areas of need.</li> </ul>	separately by the teacher.
Next Lesson Feedforward	<ul style="list-style-type: none"> <li>• For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be taught, revised, practised and improved through proofreading and editing their work.</li> <li>• Tasks are analysed daily and errors and misconceptions addressed in subsequent lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks.</li> <li>• Evidence in books of pupils editing and redrafting their work.</li> </ul>
Summative Feedback	<ul style="list-style-type: none"> <li>• End of unit term tests or low stakes quizzes.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz and test results.</li> </ul>

Teacher presence throughout books is important; all children should feel that their work is acknowledged and valued by their teacher. Children are keen to know that their work has been seen by their teacher and it is important to acknowledge this with a LI swoosh for every piece of work.

#### 4. GUIDANCE FOR TEACHERS - PROOFREADING AND EDITING IN WRITING LESSONS

Most writing lessons within ‘The Writing Process’ will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching to help them identify and address their own weaknesses.

Teachers will have looked at pupils’ work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing (spelling errors, punctuation omissions, and other transcription mishaps) as well as considering the sophistication of the writing and the actual content. Where a child has done particularly well or badly at something, the teacher will make a note and use these in the lesson as a teaching point (naming the child in agreement with them, or using anonymously.)

The editing lesson will be divided into two sections:

- ★ **Proofreading** - changing punctuation, spelling, handwriting and grammar mistakes.
- ★ **Editing** - improving their work to improve the composition.

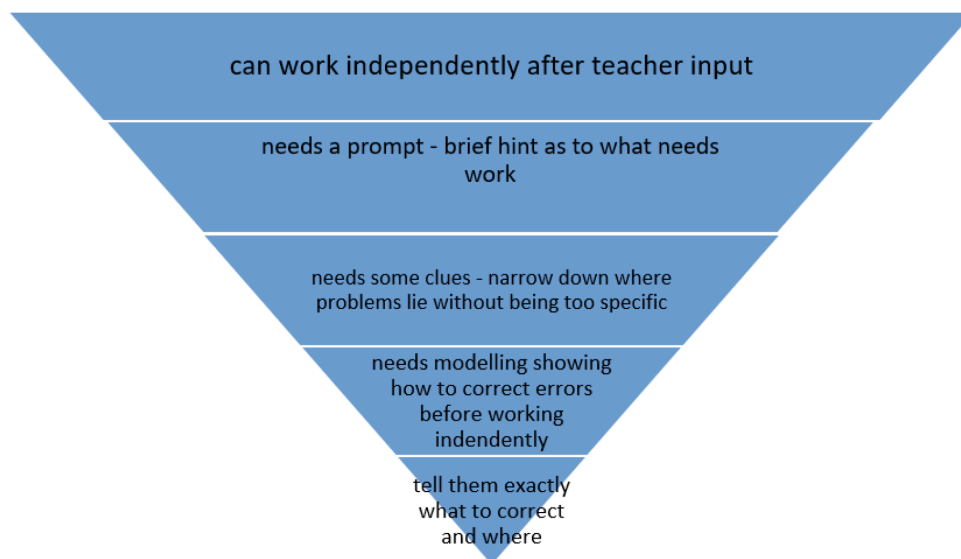
## Proofreading

The teacher may share extracts from pupils' work, using either the visualiser or by typing out a couple of lines and displaying them on the screen. For example, within the proofreading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then ask pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. Then s/he might share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it. Children will then have time to proofread their work, checking for similar errors and putting them right. Children may sit in mixed ability pairs and support each other in the identification and correction of mistakes.

## Editing

Within the editing section of the lesson, the teacher might show a selection of pieces of work where children/authors have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a weaker example. The children would then suggest together how this might be improved. Then in their groups, they read together each others' work, and suggest improvements, alterations and refinements, which the author of the piece then adds - in red pen - to help the teacher see what changes the child has made.

## The Strategic Minimal Marking Triangle



Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it.

Sometimes it is children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an even better piece of writing might look like.

## 5. GUIDANCE FOR TEACHERS - FEEDBACK IN LESSONS

Teachers gain valuable feedback about how much teaching is being retained in the longer term from the daily retrieval practice sessions. This information should be used to revisit areas where

learning is not secure in planning.

The onus is on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Children need to be taught how to do this purposefully; otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learned. When you think deeply about something, it is much more likely to get stored in your long term memory, available to be recalled at will. As Daniel Willingham says, "Memory is the residue of thought." So as an alternative to providing the answers, teachers should model ways of checking and then expect children to do the same.

Where children have made mistakes, and are finding it hard to identify where they have gone wrong, a worked example, shared with the class at the start of the lesson, can help. In effect, this is just a process success criteria, but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed.

## 6. STRATEGIES TO SUPPORT EFFECTIVE FEEDBACK

Practice does not make perfect, practice makes permanent - to isolate and work on a skill with regular and specific feedback children can improve their performance and learning. Without feedback, learners could be practising the wrong thing, making key mistakes, and crucially having those mistakes reinforced the more practice they undertake. To support effective feedback, the classroom environment must be open, friendly and positive - a place where children are not afraid to ask questions or admit mistakes.

Teachers must also consider their classroom layout carefully so that teachers and teaching assistants can deliver whole class, group and individual feedback effectively and at all times.

A range of strategies/approaches should be used to ensure children receive high quality feedback at the point of teaching/learning. The table below is not an exhaustive list and should be added to as practice and research develops.

Answers	Just giving children access to the final answers, but insisting they show working out forces them to look back at their own work and consider where and why they have gone wrong. The best feedback - whether in written form or merely answers - is that which causes the students to think. Children should never go more than approximately ten minutes without having a quick check of the answers. If they have made a mistake they should see if they can figure out why, ask a friend, ask the teacher.
Piles	Books are organised into piles or colour-coded trays (in line with LI swooshes) at the end of the session. Those children who have achieved the objective / those who need some clarification and those who need further support.
Diagnostic Questions	Multiple choice questions with carefully chosen distractors used regularly in class can be used to identify misconceptions without children or teachers needing to utter another word. Each incorrect answer must reveal a specific mistake or misconception. If the question is designed well enough, then the teacher should gain reliable

	evidence about the students' understanding without having to have further discussion.
Visualiser	The visualiser is the most important tool when considering formative assessment in the classroom. This should be used regularly when looking at work and considering self and peer assessment. Please note the proof-reading and editing section.
Self-Explanation Effect	When faced with an answer that does not match their own, children are forced to pause and self-explain. This self-explanation may be sufficient to repair their own mental model, or it may prompt them to seek help from a teacher or peer. Either way, it is likely to be beneficial for their learning, and can only happen if children have access to the answers.
Hypercorrection Effect	Get children to give each answer they write a 'confidence score' out of ten prior to marking. The idea is that it makes the children think about how much they think they know something. When they then go through and self-correct, they are more likely to take in the mistakes they have made and remember to not do it that way again. This is the 'hypercorrection' effect, whereby errors committed with high confidence are more likely to be corrected than low-confidence errors.
Reactive Smart Planning	<p>The next step is the next lesson of whole class teaching.</p> <p>When planning a sequence of lessons, the majority of time should be spent selecting both the choice and sequencing of examples and practice questions....the effect it can have on the volume of content children get through in lessons, and the connections they are able to make on the road to both procedural fluency and conceptual understanding, make it worth every minute.</p> <p>When planning sequences of lessons, teachers must consider how and when they are going to incorporate feedback time.</p>
Testing Effect	Retrieval aids later retention. Testing causes children to learn more from the next learning episode. It improves transfer of knowledge to new contexts by enabling learners to form and strengthen schemas that they can later draw upon in new contexts, especially if they mark their own answers and correct incorrect ones. In addition, analysing tests can give the teacher information about gaps in students' knowledge which you can resolve in class.
Example Problem Pair	Split the board in two. The teacher models a worked example on the left side, first using Silent Teacher and then narrating and annotating. Children then copy it into their books. There is a mathematically similar example for children to try themselves immediately afterwards on the right. Do not ask if there are any questions. Ask children to try the paired problem in silence. The teacher walks around the class and shares good examples of setting out with the visualiser. If anyone is stuck, help them out.
Silent Teacher	The teacher models how to do something, in absolute silence. Students watch in silence.

	There is an opportunity at the end of the demonstration to ask questions. The Silent Teacher approach has significant merit in terms of Cognitive Load Theory.
--	--

## **7. A TRUSTING RELATIONSHIP FOR FEEDBACK**





In the end, it all comes down to the relationship between the adult and the pupil. To give effective feedback, the adult needs to know the child - to understand what feedback the pupil needs right now. And to receive feedback in a meaningful way, the child needs to trust the adult - to believe that the adult knows what they are talking about and has the pupil's best interests at heart. Without this trust, the child is unlikely to invest the time and effort needed to absorb and use the feedback.

The only thing that matters is what the pupil does with the feedback. If the feedback staff are giving our children is producing more of what teachers want, it's probably good feedback. But if our feedback is getting teachers less of what they want, it probably needs to change.

Teachers and teaching assistants must talk to and listen to pupils. Ask them, "How are you using the feedback I'm giving to help you learn better?" If they can give staff a good answer to that question, then feedback is probably effective. And if they can't, ask them what they would find useful.



## SUGGESTED FEEDBACK CODES

<b>CT</b>	Class Teacher support
<b>TA</b>	Teaching Assistant support
	Teacher expectation for this pupil exceeded ( <b>purple</b> swoosh).
	Teacher expectation for this pupil achieved ( <b>green</b> swoosh).
	Signs of understanding ( <b>orange</b> swoosh).
<b>x</b>	Correction needed.
<b>✓</b>	Like this bit.
<b>✓✓</b>	Really like this bit.
<b>✓✓✓</b>	Excellent.
	
<b>ΛΛΛΛΛΛΛΛ</b>	Choose a more effective word/change word.
<b>G</b>	Grammar error. Find it and put it right.
<b>P</b>	Missing/incorrect punctuation. Find it and put it right.
<b>o</b>	Spelling: Tick, Circle, Fix (circle error).
<b>//</b>	New paragraph needed.

**Children write in pencil or blue ink.**

**Red ink used by pupils to edit, uplevel and correct.**

**Teachers mark in black ink.**

**TAs and supply teachers mark in green ink.**


## Marking and Presentation Expectations

In The Stour Federation, the following are what we believe constitutes effective feedback and responses that move learning forward in a meaningful, realistic and rapid way. They also support clear presentation and demonstrate pride in work, for both children and adults alike.

- There must be a Learning Intention - 'LI: to...' title for every piece of work and the date must be written.
- LIs need to be precise for build up work (when teaching the skills) but can be broader for a final piece of work (e.g. LI: to use and apply the features of a recount) to acknowledge the level of independence.
- When assessing outcomes against the LI, only the letters LI should be swooshed through. Children should be expected to achieve a **green** swoosh. LIs should be swooshed in a timely manner so that children know how they have achieved before moving on to the next piece of work in a sequence'.
- Wherever possible, marking should be completed with the children.
- Opportunities for corrections and uplevelling should be given as soon as possible. Children must respond to written marking where appropriate.
- English - children should write the long date on the right (starting from the middle of the page for younger children who find it difficult to judge) and the LI on the line underneath, starting from the left margin. The date and LI should be underlined with a ruler.
- Maths - children should write the short date on the right and the LI on the line underneath, starting from the left margin. The date and LI should be underlined with a ruler. One digit per square please, but NOT one letter per square.
- Maths books can be divided into two columns in Key Stage 2 when using long written methods. Some questions will suit using the whole page.
- Other subjects - children should write the short date on the right and the LI on the line underneath, starting from the left margin. The date and LI should be underlined with a ruler.
- All children should be encouraged to write the LI, although for some children LI stickers or LI slips are more suitable.
- Children should always use a pencil in Maths.
- When using pens, children should always use blue ink - either a handwriting pen or fountain pen.
- Teachers should model the Handwriting Policy of their school in marking and modelling.


Barak Rosenshine's

# PRINCIPLES OF INSTRUCTION





A thematic interpretation for teachers by Tom Sherrington @teacherhead

VISUALISED BY **OLICAV** Oliver Caviglioli @olicav



## REVIEWING MATERIAL



- Daily review
- Weekly and monthly review

Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning – to activate relevant prior learning in working memory.

## QUESTIONING




- Ask questions
- Check for student understanding

The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

## SEQUENCING CONCEPTS & MODELLING

- Present new material using small steps
- Provide models
- Provide scaffolds for difficult tasks

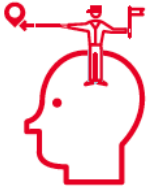


Small steps – with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps that each be practised.

Models – including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teacher give too few.

Scaffolding is needed to develop expertise – a form of mastery coaching, where cognitive supports are given – such as how to structure extended writing – but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building – but eventually they need to come off.

## STAGES OF PRACTICE

- Guide student practice
- Obtain a high success rate
- Independent practice

Teachers needs to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback.

High success rate – in questioning and practice – is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"