POLICY

For

Feedback

September 2019	**September 2022**	**September 2025**
September 2020	**September 2023**	
September 2021	**September 2024**	

Striving for excellence, caring for all
Within a loving and caring Christian environment.

Feedback Policy

Aims

Abbey Academies Trust understands the importance of providing meaningful feedback. Done well, it supports pupil progress, builds learning, addresses misunderstandings, and thereby closes the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all year groups and subjects. Furthermore, by providing consistent and constructive feedback, we create an environment where all pupils are empowered to flourish, ensuring that every child's potential is fully realised.

Through this policy we aim to create a consistent approach to feedback driven by three core principles. It will contribute to the Trust's wider aims of improving the quality of learning and raising the standards of achievement, which is ensured through a rigorous system of monitoring.

Three core principles that lay at the heart of our feedback policy are that teachers should:

1. Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment
2. Deliver appropriately timed feedback, that focuses on moving learning forward
3. Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

When providing feedback to a pupil about their performance with the aim of improving their learning there are a number of considerations that a teacher must make about how that feedback will be delivered. These are explored below in figure 1.



Figure 1. What is teacher feedback? EEF guidance report, Teacher feedback to improve learning.

It is important that marking and feedback does not unduly add to teacher workload or detract to a detrimental degree from other key areas of teaching practice. We understand that feedback is vital and when delivered well an important feature of effective teaching but the feedback undertaken must be purposeful and provide us with a valuable picture of the whole child which in turn impacts positively on their future next steps.

This policy offers detailed explanation about the principles underlying effective, evidence-based feedback as taken from the EEF guidance report, *Teacher feedback to improve learning* and the 'opportunity cost' experienced by all teachers when providing feedback has been considered. As such, the methods and timing of feedback is left to a teacher's professional judgement. When and how to offer feedback is most appropriately answered by the teacher responding to the particular learning context of an individual pupil.

Our principles

Principle 1- Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment.

Part 1- High quality instruction

Feedback can only build on something; it is of little use when there is no initial learning or surface information. Feedback is what happens second. Of course, the characteristics of effective instruction vary by phase and subject. However, we can outline some general principles.

In delivering effective teaching, teachers:

- build on pupils' prior knowledge and experience;
- avoid overloading pupils' working memory by breaking down complex material into smaller steps;
- encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills;
- deliver a carefully-sequenced curriculum which teaches essential concepts, knowledge, skills, and principles;
- use powerful analogies, illustrations, examples/non-examples, explanations, comparisons, and demonstrations;
- are aware of common misconceptions and prepare strategies to counter them;
- plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning;
- adapt teaching in a responsive way to support all learners while maintaining high expectations
- provide pupils with tools and strategies to plan, monitor, and evaluate their learning

Part 2- Formative assessment strategies are required to set learning objectives

Teachers must have a clear understanding of what the learning intention is and share with pupils explicitly what success will look like. There is limited evidence to support the use of one specific technique over another but some suggestions are:

- **Model work:** Create in front of the children 'live' examples of high-quality work, talking through your internal thought process; share excellent examples of previous pupils' work; discuss with the class what makes this work high quality. You may wish to focus on particular elements of the model answers.

- **Strengths and weaknesses discussion:** share examples of work, without informing them which you think is high or low quality; discuss the strengths and weaknesses of the work and use this discussion to construct an outline for successful work in that area.

- **'Choose-Swap-Choose':** a strategy where a teacher asks pupils to do the same thing multiple times, before working with a partner to identify which attempt was most successful. For instance, in KS1 a teacher may ask pupils to write the letter 'd' ten times. Each student could then circle which is their best attempt before swapping with a partner and discussing whether they agree with their choice. This provides an opportunity to discuss the quality of work and this technique could be used across subjects and phases.

There are clearly many other strategies that could be employed to effectively illustrate to pupils what high quality 'take care' work looks like. Whatever the strategy, establishing and sharing the learning intention provides the teacher and pupil with a shared understanding of the 'concept of quality' that they are aiming for. Feedback can then be used to move pupils towards this concept.

Part 3- Formative assessment strategies are required to assess learning gaps

To provide high quality feedback teachers must assess the gaps in learning in order to provide feedback to target these areas. Once again, there may be limited evidence for the use of specific strategies, however, there are examples of techniques informed by evidence that may be useful. These strategies are not new and are used as part of many teachers' daily practice:

Effective questioning to check for student understanding

A key principle identified by Rosenshine is that more effective teachers ask more questions, involving more students, probing in more depth and taking time to explain, clarify and check for understanding. Below is a selection of questioning strategies. Using one or two of these deliberately and consistently until they become a default part of responsive teaching is an efficient way of building them into your questioning repertoire.

1. 'Cold calling' Objective: to engage all students in teacher-student dialogue with time to think, preventing students from being overlooked, dominating, or hiding from involvement in dialogue.

- No hands up!
- Ask questions and select students to respond, based on your knowledge of the class.
- Students should 'not be allowed to hide, dominate or be overlooked'.

2. 'No opt-out' Objective: for students to feel safe offering answers of which they are unsure and not form a 'habit of … "I don't know" … as a get-out'.

- When students say they don't know the answer or get an answer incorrect, 'move to other[s] … or provide the correct answer … then go back to all those students who made errors or couldn't answer'.
- If students 'don't know or get things wrong, they should be given the opportunity to gain confidence by consolidating correct or secure answers'.
- This strategy aims to give those students who don't know the answer or get an answer incorrect opportunities to learn from others in the class and to practise. It also avoids fostering the defensive habit of 'I don't know'.

3. Say it again, better Objective: to provide students with a second opportunity to respond to questions.
Practice:

- Provide students with 'an immediate opportunity to give an improved response'.
- Don't 'inhibit students when they are unsure'.
- Don't 'allow [students] to assume mediocre answers are good enough'.
- This strategy aims to help students add 'depth, accuracy and sophistication' to their answers.

4. Think, pair, share Objective: to get students to work effectively in pairs as a means of involving all students and generating more material to be explored in subsequent discussions.

- Put students in pairs. Give them a specific, time-cued task. Give them time to think, discuss their thoughts, prepare to give answers and rehearse them to one another. On time, bring the class together with a signal. 'Then engage in probing, cold-call questioning, asking them to report back … [Or] get them to explain things to each other or … take turns to quiz each other'.

5. Probing Objective: to ask each student multiple responsive questions, to explore their level of knowledge and understanding.

- The teacher ask the student multiple questions before moving on'.
- This allows the teacher to probe for understanding, check for misconceptions, add extra challenge, and provide scaffolding.

All student response systems

Objective: to get a response from every single student in the class at the same time, to provide feedback about the success of the teaching and learning.

- Get a response from all students in the class to a question, problem or task – e.g., multiple-choice questions, diagrams or calculations. This can be done verbally or through a written task.
- Mini whiteboards, quick check quizzes, true or false, talk to your partner and cold call, multiple choice questions, choral response etc
- Engage with 'responses and then adjust your teaching accordingly'.

Carefully designed tasks

Tasks used should provide evidence to the teacher about what a child is thinking. Whatever the task the teacher should ask themselves, 'will the task reveal what the pupil is thinking and can I use this to give feedback?'

Principle 2
Deliver appropriately timed feedback, that focuses on moving learning forward

Part 1- Appropriate timing

Once effective initial instruction has been delivered—and following the establishment of the learning intention and formative assessment of pupils' understanding— teachers should then provide appropriately timed feedback, which focuses specifically on the task, subject, and/or pupils' self-regulation strategies.

The guidance that informs this policy found that feedback delivered immediately after learning, delivered up to a week after, and delivered during learning are all associated with similarly sized positive effects on attainment. It is therefore the decision of the class teacher-the person best placed to make a professional judgement based upon the needs of the pupils in their class- to deliver feedback at the appropriate moment. This decision will be based upon:

1. The task
2. The needs of individual pupils
3. The needs of the class

Part 2- Focus on moving learning forward

Feedback should focus on targeting the specific learning gap identified by the teacher and ensuring the pupil improves.

Feedback more likely to move learning forward			Less likely
Task  *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.*	**Subject**  *Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.*	**Self-regulation strategies**  *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.*	**Personal**  *About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.*

If praise is to be given, it may be more effective to praise pupils for a specific task, subject, or self-regulatory achievement (rather than more general praise and comments such as 'great work!')

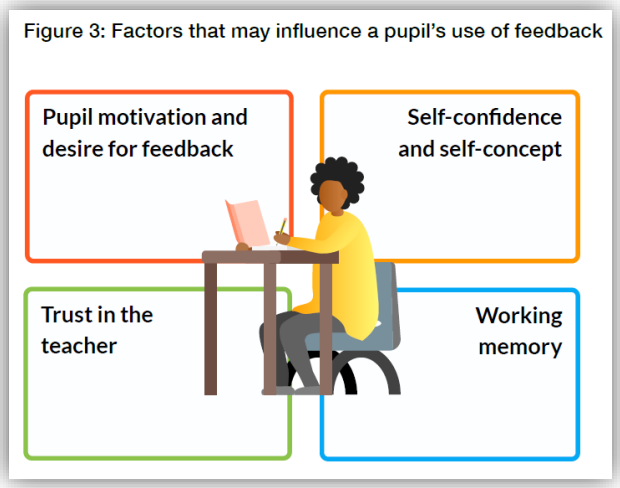
If a teacher chooses to comment on effort, it may be useful to link the comment to actions students can take to improve at the task, the subject, or their self-regulation rather than a comment on a pupil's general effort. For instance, rather than saying *'you haven't tried hard enough'*, a maths teacher may say, *'I really think you could improve your answer to question 2 if you spent a little more time on it'* (task), '*your graphs would be perfect if you just think a little bit more about how you have labelled your axes'* (subject) or *'make sure you give yourself time at the end of your work session to review your working and ensure you're correct'* (self-regulation).

Regardless of whether a teacher chooses to give grades, offer praise, or comment on effort, the feedback they give on learning is more likely to be effective at improving pupil attainment if it includes a focus on the task, subject, and/or self-regulation strategies. It is less likely to be effective if it focuses on a learner's personal characteristics or provides a general or vague comment.

Principle 3

Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

Figure 3: Factors that may influence a pupil's use of feedback



A variety of factors may influence whether pupils seek and welcome feedback—and are then able to use it effectively—and these may affect pupils differently. Careful consideration is therefore needed when offering feedback to pupils; a 'one-size fits all' approach may not be so impactful.

Some suggestions that teachers could use to help foster a positive attitude in the receipt of feedback taking into account the factors in figure 3 are:

• Discussing the purpose of feedback. Conducting discussions with the class, or with particular individuals, on why feedback is being given may support pupil motivation and desire to receive feedback. The key is to emphasise that feedback is provided not to be critical but because the teacher has high standards and fully believes pupils can meet them.

• Modelling the use of feedback. Pupils may be more likely to welcome and use feedback if this is modelled to them by their peers. Teachers may, therefore, look to explore ways of modelling the effective use of feedback. For example, could whole-class discussions focus on a learner who has improved their work because of feedback? Additionally, could the effective use of feedback be celebrated when it happens in the classroom?

• Providing clear, concise, and focused feedback. Sometimes less is more. Providing clear and concise feedback (which still features task, subject, and/or self-regulation advice) may support teachers in offering feedback that does not 'overload' pupils.

• Ensuring pupils understand the feedback given. Of course, careful thought should be given to the language and content used in feedback to ensure that pupils understand what the teacher is saying. If providing written feedback, teacher handwriting also needs to be clear enough for pupils to comprehend and follow the Academy's handwriting policy

Use of feedback

Whichever strategy a teacher opts to use, they should monitor whether their feedback is being used by pupils. If not, the approach will need to be adapted to ensure that pupils are welcoming and acting on the information provided. It is crucial that pupils are given the time and opportunity to use the feedback given so that it moves learning forward. Rather than just commenting on work that has been finished; it needs to impact the future work that a pupil will undertake.

> *"The important point is that the feedback is focused, is more work for the recipient than the donor, and causes thinking rather than an emotional reaction."*
>
> Dylan Wiliam (2018) [75]

Pupils may use the feedback as part of a post-feedback activities, corrections and alterations or completing similar activities with the feedback in mind.

Our methods-how do we provide feedback?

Marking is rarely uniform across a whole class, even for identical work but is almost always child specific and differentiated towards each child's development.

The choice of feedback method is left to the class teacher, who is best placed to make a judgement about which format of feedback will support the individual pupil's in making the most progress. All teachers are provided with a Whole Class Feedback Record Book, which is used to record feedback at a whole-class level, reducing the need for individual written comments in pupils' books- See Appendix 2.

The principles of effective feedback (see above) are more important than the method of delivery.

Purposeful written feedback



Written feedback (comments, marks and scores) does support pupils in making progress when completed effectively and meeting the three principles outlined above. However, we identify that it is heavily time intensive for teachers and comes with significant 'opportunity cost'- are there other tasks teachers could be completing that could have a greater impact on pupil achievement?

Strategies to support time efficient written feedback:

'Live marking'—where marking is given during rather than after the lesson—can be enacted in a variety of ways so that it proves an efficient approach. It may be undertaken with individual pupils during typical class teaching or it may be modelled to the whole class collectively using tools such as a visualizer/Airplay. This method may well save teachers time although teachers should still ensure that the feedback given is thoughtful and purposeful and that pupils are provided with opportunities to use it. The approach may also allow for additional verbal interaction with pupils, which may support the understanding of feedback.

Code marking making use of the Academy's marking codes which are displayed, used and understood by all pupils and staff (See Appendix 1)

'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. Before the teacher expends significant effort on targeted written feedback, pupils could spend time pre-empting teacher comments and editing and revising their work (with scaffolds and modelling used where appropriate). This is likely to make the opportunity cost of written feedback more of an opportunity for meaningful learning.

Written comments can be effective and should not be rejected by teachers because of the opportunity cost associated. Indeed, they may offer an invaluable opportunity to provide task, subject, and self-regulation feedback. The key is to carefully consider when they are offered, ensure they include useful and carefully monitor the time being spent on them. A teacher may not need to give them all the time, for every task or for every pupil in the class, and if they are taking the time to provide them, they should ensure that this time is not wasted, ensuring that pupils are then given ample opportunity to use

Self and peer marking using the explicitly shared 'concept of quality'

NB- Any written feedback is completed in green pen.

Purposeful verbal feedback

Verbal feedback is an integral aspect of effective instruction that can be delivered in a variety of different ways. It can be pre-planned and highly structured, such as whole-class feedback or a structured one-to-one discussion; alternatively, it can be instantaneous and spontaneous, such as quick prompt task advice ('you could do with more detail in that answer'). It can be directed to an individual pupil or a specific group with shared learning needs. On the other hand, it could be offered to a whole class. It can accompany written feedback, whether that be comments, marks, or grades, or it can stand alone.

Regardless of how it is delivered, it is crucial to note that verbal feedback is not simply an 'easy' alternative to written feedback. While it may offer a time-efficient alternative to some forms of written feedback, careful thought and consideration is still required when delivering it. To support this form of feedback a Feedback Book is provided to each teacher, giving a space for note making about individuals, groups or the class as a whole.

Targeting verbal feedback at the learning intentions

Using verbal feedback that explicitly uses the language set out in your initial learning intentions and directs pupils' attention back towards this could support more structured and focused verbal feedback. For instance, you may have designed an ingredient checklist at the outset of a task as a class. This checklist may have set out the success criteria for the task, ensuring that all were clear about the learning intentions. Your verbal feedback, whether at an **individual, group** or **whole-class level**, could refer specifically to this, providing a targeted and focused discussion.

'**Action points'.** Pupils may find it challenging to process detailed verbal feedback. As such, encouraging pupils to write down (or record in a recording device) and summarise the actions or goals resulting from a detailed verbal conversation may overcome the often transitory nature of verbal feedback (mitigating 'I forgot what you said, Miss!'). It is crucial that opportunities are then provided for pupils to act on this feedback and close the feedback loop.

Verbal feedback using a visualiser/airplay. Pupils may find verbal feedback to be too abstract and separate from the task. By offering feedback whilst showing previously completed or currently ongoing work via a visualiser, the teacher can both maintain focused feedback on the task whilst also using the example to model and discuss learning intentions.

Video or audio recording. Some applications offered teachers the digital means to record verbal feedback for pupils. This could be used to provide pupils feedback that they could replay, which could perhaps support their retention of it. However, as we state in our Using Digital Technology to Improve Learning guidance report, 'as with all uses of technology, success will ultimately be determined by the quality of the pedagogy underpinning a programme's design'.

Self and peer marking is completed in partnership with the children eg. Marking their own work such as mental mathematics, discussing answers within a group and guided marking with teacher or TA. The emphasis is on children explaining their thinking and reasoning.

Monitoring and Evaluation

- Work scrutiny, planning monitoring, learning walks and lesson observations will be carried out on a termly basis to highlight good practice, high quality purposeful feedback.
- The performance indicators will be:
    - improvement in children's achievement and attainment.
    - participation of children in the process.

Documents to be read in conjunction with the feedback policy:

- Teaching, learning and curriculum policy
- Assessment policy
- AAT marking symbols

Being a RRS(Rights Respecting School – UNICEF) this policy upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child)

- Article 3 The best interests of the child must be as top priority in all actions concerning children.
- Article 28- Children have the right to an education
- Article 29- Education should develop each child's personality and talents to the full

Appendices

- Appendix 1- AAT Marking codes
- Appendix 2- Feedback record sheet

Appendix 1- AAT marking codes

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Marking codes



Well done



Dojo reward

// Start a new line/paragraph

∧ Something missing - word, number, mark?

• Have another look

✓ Correct



The teacher talked to me



I did it on my own



The teacher helped me



The teacher assistant helped me



I discussed my work with my friend

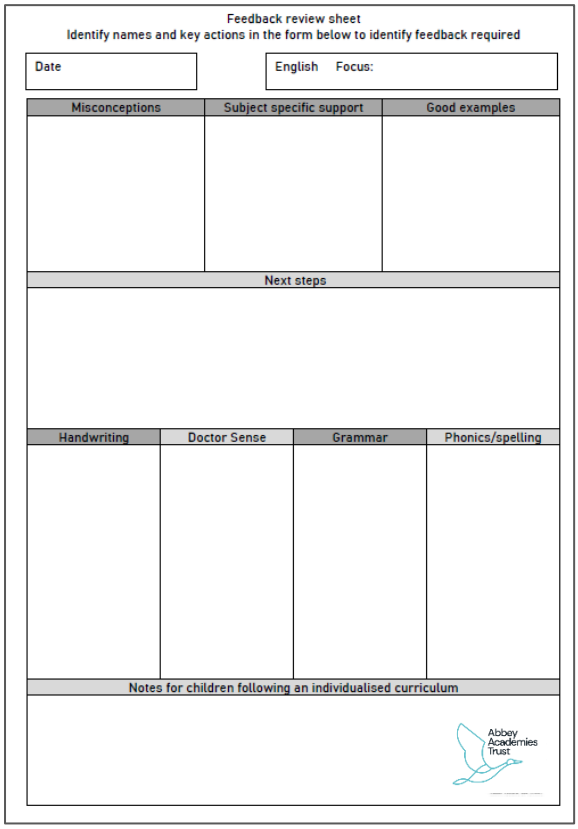
If a written comment focused on the task, subject or self-regulation will support a pupil to make progress:



Next step

Appendix 2- Feedback record sheets

KS1



Feedback review sheet
Identify names and key actions in the form below to identify feedback required

Date

English Focus:

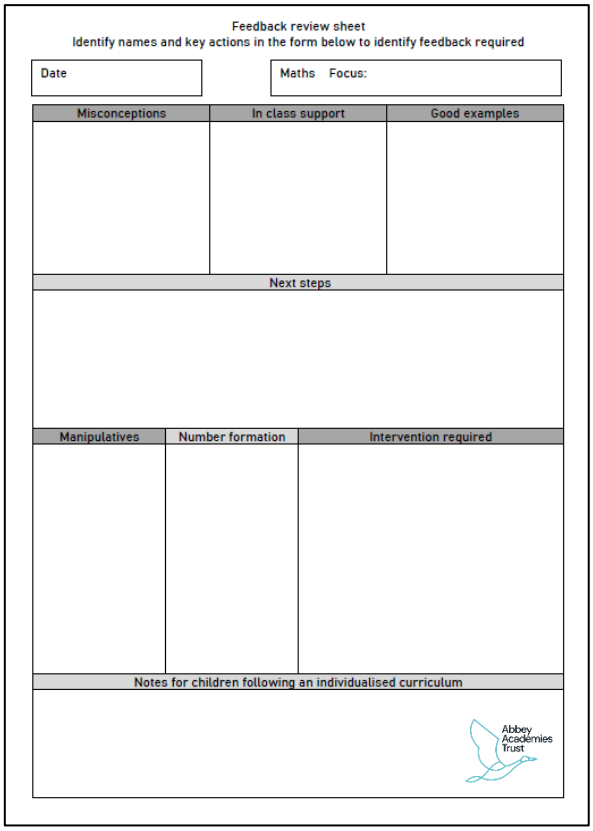
Misconceptions	Subject specific support	Good examples

Next steps

Handwriting	Doctor Sense	Grammar	Phonics/spelling

Notes for children following an individualised curriculum

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Feedback review sheet
Identify names and key actions in the form below to identify feedback required

Date

Maths Focus:

Misconceptions	In class support	Good examples

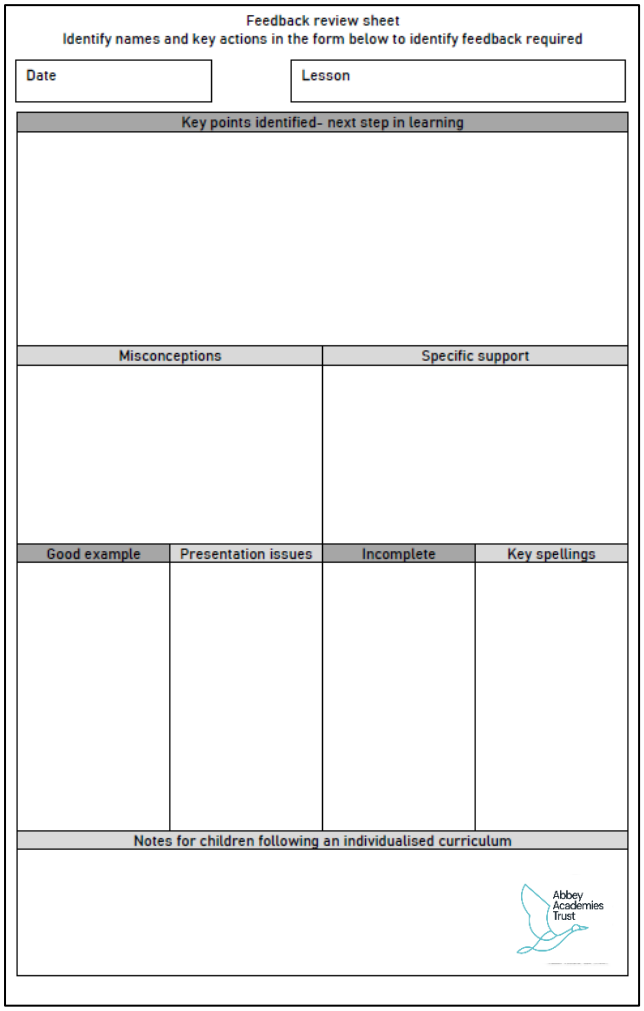
Next steps

Manipulatives	Number formation	Intervention required

Notes for children following an individualised curriculum

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KS2



Feedback review sheet
Identify names and key actions in the form below to identify feedback required

Date

Lesson

Key points identified- next step in learning

Misconceptions	Specific support

Good example	Presentation issues	Incomplete	Key spellings

Notes for children following an individualised curriculum

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