Stalyhill Infant School Feedback for Learning

Policy Statement and Guidelines

Date of last review:	Spring 2023
Date of next review:	Spring 2027
Policy Reference Number:	100
Staff Member:	Headteacher
Governor:	N/A

Feedback for Learning

Introduction and Aims

"Raising standards involves focusing beyond what children learn to how they learn and how teachers intervene in this process."
(Carol McGuinness 2000).

Feedback is crucial in helping learners to think about their learning and make progress in a self-evaluative, constructive way. It is an essential part of planning, assessment, and teaching and learning. Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. We believe the most effective way to feed back is through dialogue between teacher and learner.

This policy aims to outline practice and provide examples to help staff within school to develop the type of processes and dialogue that is needed in order for feedback to be effective. It aims to provide staff with flexible but consistent procedures in responding to learners' work in order to give clear messages to learners, parents, and other teachers about individual progress. This policy statement is not to be read in isolation, but in conjunction with all other school policies. Particular attention should be paid to the Teaching for Learning and Assessment policies.

Laying the foundations for effective feedback

Before providing feedback, teachers should provide high quality instruction, 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).

Developing children's meta-cognitive capacity and the encouragement of a 'Growth Mindset' in children will help towards ensuring feedback is welcomed by children and enable them to use the feedback they receive effectively.

Purpose of Feedback

- To continually move learning forward for each individual learner
- To allow individual learners to take ownership of, and greater responsibility for, improving their own learning
- To correct errors, close gaps, clear up misunderstandings and provide the learner with action points for the future through constructive feedback
- To enable a dialogue to take place between learner and teacher ensuring that each new piece of learning feeds into the next and that skills and knowledge are taken forward and applied consistently
- To provide the teacher with information for assessing learning thereby informing future planning
- To encourage, motivate, support and promote positive attitudes and higher standards
- To recognise achievement and effort and show pupils that we value their work

- To allow learners to continually reflect on their performance and to set new targets together with the teacher.

Types of feedback that may be utilised

Verbal Feedback

Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.

Written Feedback

Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.

Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.

Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.

Point to note;

The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback are followed (see below)

The principles behind giving effective feedback

1. The purposes of feedback, must be clear to all those involved - teachers, pupils, and parents.

2. The provision of feedback is a shared, two-way activity. It should aim to encourage dialogue and develop the self-assessment skills of learners.

3. Feedback must be focused. Expectations should be shared with learners as learning intentions, objectives or standards to be aspired to. These expectations should be reflected in the feedback teachers give.

4. It is essential to be specific about what is good or not so good when providing feedback. Statements such as 'Well done', 'See to your punctuation' are vague and unhelpful.

5. There is no single 'right' way of providing feedback – the strategy used should be age-appropriate and appropriate for the purpose and context of the work. Teachers need to develop a 'tool kit' of approaches that fit within the schools' policy, to giving feedback which they can draw upon within a subject context.

6. 'It might look like this' - the use of demonstrations and modelling of outcomes is an important part of providing feedback. Sharing exemplar material before and after work is done is very helpful.

7. Feedback must convey that a pupil's effort is valued.

8. It is **essential** to give learners time to absorb and act upon or consolidate feedback comments.

A response to feedback should be **expected** as long as comments are brief, clearly communicated and easy for the learner to understand.

9. The difference between action points identified in feedback on a current piece of work and longer-term target setting needs clarification for some teachers, pupils and parents.

10. Good quality feedback contributes positively to behaviour management. Evidence strongly suggests that it leads to increased motivation and engagement and is worth the time and effort involved.

11. The outcomes of feedback **must** be used by teachers to plan the next steps of learning and pitch work appropriately for each pupil.

12. Feedback should enable children to reach the standards required to achieve deeper learning.

What will effective feedback look like at Stalyhill Infants?

Careful thought should be given to how pupils receive feedback. Teachers will have a range of strategies in their toolkits and should use their professional judgement when applying them.

Considerations should include;

- Whether immediate or delayed feedback is required; considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
- Whether the focus of the feedback will be on the task, subject, and/or self-regulation strategies.
- What form the feedback should take to be most accessible and therefore useful to the child; verbal or written.
- How pupils will receive the feedback; considering pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information, as these can all impact on the effectiveness of the feedback.
- The opportunities that are going to be provided for pupils to use the feedback. As only then will the feedback loop be closed so that pupil learning can progress.

Due to the age of our children, we believe that verbal feedback delivered in a timely manner throughout lessons often has the greatest impact on children's learning as it can be immediately acted upon by the child. However, we place our importance on the outcome of the feedback rather than what form the feedback itself takes.

Therefore

- Lessons are structured in order to allow time for verbal feedback throughout and at the end of lessons for those children that have been specifically working with an adult or have formed part of an adult focus group.
- Verbal feedback will be evidenced in books by the presence of adult highlighting (Yippee Yellow for positive points identified and Growing Green for areas to be improved) and by the presence of children's corrections and improvements being written in a 'fix-it' pen (Green biro)
- It is not necessary for lengthy written comments to be included in the children's books as the comment will have been made directly to the child and the improvement made immediately.

- A stamp or symbol identifying where an additional challenge has been put in place for a child that has been successful in their learning, may be used. There should be evidence of the children then completing this additional challenge.

'Corrections'

Writing is encouraged across the curriculum but correcting generic elements such as spelling mistakes and handwriting, in lessons such as Science and History, should be kept to a minimum unless they form part of the lesson objective or have been specifically stated as an expectation or 'focus' in the lesson.
These skills should be being addressed though specific English lessons and as part of morning tasks, and learners will be provided with feedback on these elements then.

Additional points to note

At Stalyhill Infants, we expect the adult leading the learning will review **all children's work on a daily basis to inform the next day's planning.**

All children will be part of an adult focus group across the course of a week.

As rubbers are not to be used in lessons (other than for art and creative activities), children will be encouraged to cross out any errors using one ruled, pencil line or put a neat set of brackets around the mistake.

When a child is unsure of a spelling, they should attempt to spell the word and then draw a neat circle around the word to inform the teacher that they were unsure of the correct spelling.

Monitoring the Policy

We will ensure that these guidelines are being used consistently throughout the school by sampling marked work. This will be done on a termly basis by SLT.

Lisa Lockett