



PINNACLE SCHOOLS FEDERATION

FEEDBACK POLICY

Author/Person Responsible	<i>Executive Headteacher</i>
Date of Ratification	<i>26th June 2023</i>
Ratification Group	<i>Standards Committee</i>
Review Frequency	<i>Biennial</i>
Review Date	<i>June 2025</i>

Equality Impact Assessment (EIA) Part 1: EIA Screening

DOCUMENT:	Feedback Policy	DATE:	23.06.23
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Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	No impact	
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	No impact	
Gender reassignment	No impact	
Marriage and civil partnership	No impact	
Pregnancy and maternity	No impact	
Race	No impact	
Religion and belief (practices of worship, religious or cultural observance, including non-belief)	No impact	
Gender identity	No impact	
Sexual orientation	No impact	

Any adverse impacts are explored in a Full Impact Assessment.

Aims

The Aims of this policy are:

- to provide clear guidelines for all staff and governors
- to provide a framework of principles for high quality feedback
- to ensure that there is a consistent approach throughout the school
- to enable parents and carers to understand the principles and purpose of feedback

High quality feedback is gained through effective dialogue between teachers and learners and it:

- celebrates strengths in learning
- identifies areas for improvement in learning
- illustrates progress
- informs lesson planning
- aims to motivate and encourage in order to embrace challenge and strive for improvement
- aims to enable learners to understand what needs to be improved and how to do that
- ensures that children receive encouragement and constructive support

Research from the Education Endowment Foundation informs the school's evolving approach to providing effective feedback.

Types of feedback

Feedback can be verbal or written and teachers are encouraged to utilise both forms whilst taking into account its effectiveness for the age of the children they teach and their own workload. The most powerful feedback is verbal and is integrated into the learning experience. This might be at an individual level, as part of a small group or as part of the whole class. Where this is not possible, opportunities need to be provided to reflect and evaluate the learning. This may be in the form of a learning dialogue with the learners or through written feedback.

There are different ways in which written feedback can be used as appropriate to the learning:

1. Written feedback may be detailed and include comments explaining what children have done well, what they need to do to improve and crucially how they can improve.
2. Written feedback may be brief or provide an indication that learning has been seen and monitoring has taken place.

Where written feedback has to take place at a distance from the learning, teachers need to ensure that:

- it happens as soon as possible after the end of the lesson in which the work has been completed
- it is completed before the next lesson to enable children to respond before they continue learning in that area

- time, opportunity and guidance is provided for children to respond to the feedback
- a dialogue with and between learners is developed so that they understand when and how they have made progress

Responses to written feedback are expected to show improvement and progress. There needs to be clear evidence in children's books that appropriate and timely feedback is being given.

Where appropriate, positive comments may be made for the attention of parents and carers. From time to time, teachers may choose to make a comment which later serves to support report writing / an understanding of the child's progress.

General guidelines for verbal feedback

- Can be pre-planned and highly structured (e.g. whole class feedback or a structured individual discussion) or instantaneous and spontaneous (e.g. a prompt to act as task advice).
- It can accompany written feedback or can be stand alone.
- Needs careful thought and consideration when being delivered.
- Methods of delivery should be left up to the teacher providing the feedback.
- Should be timed appropriately and focus on moving learning forward.
- Teachers may choose to share written pieces of work which act as a whole class discussion prompt, enabling children to identify the strengths and weaknesses.
- It could focus on the learning intentions set out as part of the lesson.

General guidelines for written feedback

- Where possible written feedback should be carried out during the lesson and with the children present – this is known as 'live marking'
- Written feedback should include an encouraging comment which specifies what children have done well and should focus upon the intended learning for the session.
- Specific examples chosen from the piece of work may be used to provide additional detail about the strengths and/ or points for development.
- Next steps should be included to show the children what they need to do next in order to improve and should focus upon the intended learning for the session.
- Written feedback must be accessible and legible.
- In the early years, written feedback is used as a tool for teachers to monitor progress.
- Written feedback will focus predominantly on positive comments. Attention will be paid to a small number of specific areas to improve, including spellings and punctuation.
- A separate record will be made of areas for improvement required for each child. This will form the basis of next steps in learning, whereby the next lesson or individual activities will be adapted.

Written feedback in maths

Most marking in maths will be carried out either during the lesson, whilst children are working or at the end of the lesson. Children in KS2 will engage in a marking session, where appropriate, to review answers to questions and focus on worked examples.

Written feedback in writing

Next steps bookmarks are used to record clear and concise improvement points for individual children in relation to the toolkit for the genre.

Self-assessment

Children are given opportunities to review and improve the quality of their own written work during and after sessions using the relevant tools, e.g. success criteria, every time I write criteria, using previous feedback.

Peer-assessment

Children are given opportunities to work with a partner or in a small group to review and improve the quality of their written work against specifically defined criteria.

Monitoring

- Written feedback will be monitored as part of any learning scrutiny that takes place as specified in the school monitoring and evaluation timetable.
- Pupil conferencing will show how effective written feedback is for individual pupils.
- Monitoring will focus on improvements and progress made as a result of written feedback.

Developing Feedback – precise next steps – including a task

In marking, the teacher provides a precise next step – including a task to respond to:

- Reminder prompt – Can you think of a better adjective than bad?
- Scaffolded prompt – Can you describe something that they did that showed they were a good friend? He showed he was a good friend when . . .
- Example prompt – Use one of these words to describe the monster – terrifying, ferocious, evil
- Elaborate or extend – can you tell me more about how the monster moved
- Add a word or a sentence – can you add in a word here to describe how he said this
- Change the text – find a better word than happy
- Justifying – Why was his voice shaking? Tell me more!!
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Following this, the class teacher should:

- Provide opportunity for the child to respond
- Acknowledge and reflect on impact during next marking session