What is feedback?

At Priestsic, we recognise that feedback comes in a variety of forms and should be a regular and robust part of learning. Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly to facilitate progress in learning. We understand and adhere to the thinking that immediate or 'live, in the moment feedback' is the most effective to move learning forward. We also know that feedback should be specific, clear and appropriate in its purpose and productive in its outcomes. The best feedback, whether written or verbal, will give pupils a clear sense of how they can improve, with pupils making progress as a result.

Feedback is an integral part of the teaching and learning cycle. We are, however, mindful also of the workload implications of written marking, and the research surrounding effective feedback. In light of this, we endeavour to make our feedback **meaningful, manageable and motivating.** This is in line with the DfE's findings into effective feedback and also takes into account the research carried out by the Education Endowment Foundation. Our policy is underpinned by these principles. We aim to ensure that:

- Teachers prioritise teaching and the planning and preparation of effective, engaging and challenging learning.
- Furthering children's learning is the main aim of feedback and marking.
- Feedback is used to inform future teaching opportunities. We endeavour to carry out responsive teaching.
- Feedback is used to either refocus or redirect the teacher's or the learner's actions to make progress.

Principles of Feedback at Priestsic

- ✓ Feedback should be timely and responsive to the needs of learners so that they can actively engage with the feedback.
- ✓ Feedback at the point of teaching is the most effective. Therefore, we strive to give regular, 'on the hoof' feedback where possible. We realise the value of 'speedy interventions' when teaching to ensure that pupils learn effectively.
- ✓ If teachers are marking/assessing pupils' work remote of pupils then teachers should carry out whole class feedback in the next session available. This should take place after completion of the 'whole class feedback' sheet which identifies next steps and misconceptions. These will then be addressed in feedback lessons.
- ✓ Feedback is used as part of the school's wider assessment processes in the classroom, enabling the teacher and the pupil to consider future learning needs.
- ✓ Written comments should be brief, appropriate and accessible, taking into account the age and stage of the learner.
- ✓ Peer and self-feedback are valuable tools for learning that should occur regularly, after careful structuring and modelling by the teacher where age and stage appropriate.

✓ Dialogue about learning is an important skill that we seek to develop throughout school. We support our children to be effective 'study buddies' and 'talk partners' to facilitate this.

Feedback and marking in practice

During day to day teaching, staff must evaluate children's learning undertaken in lessons and use the information obtained from this to adjust their teaching accordingly. We call this 'responsive teaching'. Feedback typically happens at one of three common stages in the learning process:

1. **AT** the point of teaching - on the spot, immediate
2. **WITHIN** a series of lessons – at key points within the learning journey eg pit-stops, pre- and post- teaching. These may be group or whole class. Self and peer assessment will often take place here.
3. **AFTER** learning where an evaluation and analysis of learning occurs. This may take place away from the point of teaching. It may involve brief written comments or/and annotations. Pupils will then improve their work in the whole class feedback session.

Teachers feed findings into future planning and reshape tasks.

Marking guidelines
✓ We aim to acknowledge all work. This will be in the form of an assessment against the learning intention. (See below for details of this). This may be a 'quick tick' during lessons as the teacher 'walks the room' to check that pupils are on track. This gives pupils immediate feedback and allows the teacher to identify any pupils who may need intervention to bring their learning back on track.
✓ Brief annotations will indicate if the work was produced independently, in a guided group or with 1 to 1 support.
✓ Teachers and teaching assistants will indicate if support was given and where within the work produced.
✓ Verbal feedback will be given in lessons where possible. Verbal feedback may be to individual pupils, to groups or to the whole class.
✓ Written feedback will be brief and will be an indicator of the follow up or will 'feed forward' into future learning.

Marking annotations

( )	Between the brackets left blank	Used to evaluate learning towards the learning goal – little evidence of understanding
*	star	Used to evaluate learning towards the learning goal – showing some understanding
✓	One tick	Used to evaluate learning towards the learning goal – a secure understanding demonstrated
✓ ✓	Two ticks	Used to evaluate learning towards the learning goal – a deep understanding demonstrated
Ⓘ		The work was carried out independently. (Useful when considering which work to consider for assessment purposes.)
GM GR GW		Work was carried out in a guided group where the learning was supported/facilitated by an adult. (The adult then initials the work).
Ⓢ		The pupil was supported, either with a specific part of the work (where the S is used to indicate where), or the whole of the learning was supported.

N.B. Further annotations are used, specifically when marking pupils' written work. These are age and stage appropriate. They are modelled and shared with pupils to enable them to understand the feedback. Please see the year group specific marking key annotations for details of this.

Staff support

It is the role of the subject leaders to ensure that staff are aware of the feedback requirements for their subject and provide support throughout the year with this. Opportunities to discuss and evaluate the impact of feedback on progress are given through twilight CPD meetings.

This policy should be read in conjunction with the:

- Assessment Policy