

Royton Hall Primary School



Feedback Policy

Approved by: Headteacher

Last reviewed: January 2025

Next review due: January 2027

What is teacher feedback?

Teacher feedback is information given by the teacher to pupils about their performance, with the aim of improving learning. Teachers can give feedback in a variety of ways. It can focus on the content, be delivered in different methods, be directed to different people and delivered at different times.

CONTENT

The content may focus on a particular task (adding two digit numbers); the underlying process of the task (using an appropriate method) or a pupils self-regulation (solving a number problem and how the pupil approaches this).

PEOPLE

Feedback may be directed towards different people: whole class, specific group or an individual.

METHODS

Feedback may be delivered verbally or written (scores, marks, comment).

TIMES

Feedback may be delivered at different times: during a lesson, immediately after a lesson, some time after a lesson

What is the purpose of teacher feedback?

In a nutshell...

‘The purpose of teacher feedback is to improve pupil learning.’

To improve pupils learning we focus on specific criteria:-

1. In order to be able to give good quality feedback we need to ***focus on laying the right foundations.***
 - Set learning intentions which the feedback will aim towards
 - Build on pupil prior knowledge
 - Avoid overloading the working memory and break down complex material into smaller steps
 - Use repetition, practice and retrieval of critical knowledge and skills
 - Deliver a carefully sequenced curriculum
 - Use examples, analogies, comparisons and demonstrations
 - Prepare strategies to overcome common misconceptions
 - Plan effective lessons using models, explanations and scaffolds
 - Adapt teaching in a responsive way
 - Provide pupils with the strategies and tools to monitor their own learning

Teachers will assess where a pupils learning gaps are and give feedback that targets these weaknesses.

This may be by:-

- Effective questioning (to reveal understanding) and sufficient wait time for responses
- Carefully designed tasks (Can I use this task to give feedback?) i.e. add adjectives to these phrases – a flower, the garden, my foot ...

- Student response systems such as mini quiz, multiple choice, true or false, thumbs up/down (systems that can show a quick response)
2. The delivery of teacher feedback should ***be appropriately timed.***

Once effective initial instruction has been delivered ***the feedback should focus on the task, the subject or the pupils' self-regulation strategies.***

It is the decision of the classroom teacher as to when is the appropriate time to feedback, whether this be 'in the moment,' after the lesson, the following day or at the following session. This will depend on the task, the pupil and the class.

Feedback is not a rear view mirror, it should feed forward so that the focus is on moving the learning forward. This should relate to either the task (its outcome and advice on how to improve when doing that particular type of task), the subject (and underlying processes in that subject) and self-regulation strategies (how pupils plan, monitor and evaluate their work).

Grading Praise and Effort

Pupils work is recognised through the use of 'green spots' on their work. The green spot indicates that the learning intention has been met. Teachers may add a comment if this is pertinent for a particular pupil, group, class or subject but it is not obligatory. Twenty green spots equate to a bronze sticker which is displayed on the front cover of the exercise book.

20 Green Spots = bronze

40 Green Spots = Silver

75 Green Spots = Gold

100 Green Spots = Special Certificate

Pupils should be praised for their effort towards the ***task, subject or self regulation*** which is more effective than general comments such as 'Well done, you have worked hard.'

3. Receiving feedback

A one size fits all approach is not always the most impactful. Consider the pupils and their needs. Consider the following:-

- Pupil motivation and desire for feedback – have they 'shut down' on this piece of work?
- Self confidence of the pupil – what do they believe they can achieve?
- Trust in the teacher – crucial in the belief the teacher has their best interest
- The pupil's working memory – do not overload
- Discuss the purpose of feedback with pupils, make it plain that the teacher has high standards and fully believes pupils can meet them.
- Share examples of improved work as a result of feedback.

****Only when feedback is used by the pupil is the learning gap closed.***

Effective feedback strategies:

Detective activities – make feedback into detective work e.g the story would be better if two of these sentences/paragraphs were reversed. Which two do you think it could be?

- Three questions – The teacher poses three focused questions at the end of the written work.
- Correcting & Editing – Make pupils check and edit their own work but have a checklist of common errors that have been modelled
- Complete a similar problem with the feedback in mind (useful for immediate feedback such as art, music and PE but could also be used to pose a similar maths problem after the feedback)
- Redrafting (one to one verbal pupil conference)
- Group feedback (writing conference)

Written Feedback

Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they want to achieve and the best way of achieving it. The most important person in deciding what is appropriate is the teacher.

- Live marking – marking is given during the lesson with an individual pupil or modelled to the whole class. This may also allow verbal interaction with the pupil.
- **Coded marking (focus on the Learning Intention)**
- Written comments (where used) should include useful information where pupils are given the opportunity to act on them

At Royton Hall we use 'Live Marking' as our preferred option. For the sake of consistency any written markings in pupils books will be in blue.

Verbal Feedback

Verbal feedback should target the learning intention and include the principle of **task, subject or self-regulation strategies**.

- Explicitly use the language set out in the learning intention.
- Direct pupils attention back towards the learning intention i.e the success criteria.
- Don't overload the pupil with information in a verbal feedback – long verbal feedback would require note-taking as pupils 'forget' what teachers said.
- Option to use a visualiser to show completed or current ongoing work to model and discuss learning intentions
- Hold verbal one to one tutorials (or small group) with opportunity to act on feedback.

Teachers may use a 'Feedback Book' to make notes when formally assessing pupils work. This reduces the time spent on marking each pupils book and focuses on the next steps; including elements to praise, common misconceptions, selected pupils for intervention, areas to re-teach etc.

Lay the foundations for effective feedback with high-quality initial teaching that includes careful formative assessment; then...feed forward!

