**ST MARGARET’S CE VA PRIMARY SCHOOL**

 FEEDBACK POLICY

“Encourage one another and build each other up”

 1 Thessalonians 5:11



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| **Approved by:** |  Governors  | **Date:**  |
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**St Margaret’s CE Primary School**

**Feedback Policy**

**Aims**

This policy is to set out the principles of feedback at St Margaret’s CE Primary School. It is clear that feedback is one of the most critical and powerful aspects of teaching and learning. This policy is to inform all stakeholders of the rationale and methods whereby teachers and other adults will give feedback to pupils.

What is feedback?

The Education Endowment Foundation describes feedback as ‘information given to the learner about the learner’s performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in student’s learning. Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task or the process of the task, the student’s management of their learning or self-regulation, or about them as individuals (which tends to be the least effective). Feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher, someone taking a teaching role, or from peers.

Providing feedback is well evidenced to have a high impact upon learning outcomes. The most effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.

At St Margaret’s we understand that the most effective feedback is given as close as possible to the learning episode. This is something that starts in the Early Years and is applicable all the way though the primary years. By giving feedback as much as possible in the lesson we are able to move learning forward faster. This can also have the benefit of preventing misconceptions to become embedded. However evidence shows that feedback can be effective during, immediately and some time after learning. This policy does not seek to specify the nature, speed or frequency of the feedback given to pupils.

Feedback can come via different methods; the most common being written or verbal. Studies of verbal feedback show a higher impact than written, though both should be part of an effective feedback strategy.

It is important to provide feedback when things are incorrect, but also when they are correct; helping children to understand what they have done well and why is a key component of effective learning.

We feel that any feedback should be given with the pupil’s interests at heart and in a positive way. We encourage pupils to receive feedback positively as a key part of lifelong learning.

Approaches to feedback

The school has chosen to use the evidence-based principles from the EEF to form the basis of it’s Feedback Policy. There are 3 principles to this:

1. Lay the foundations for effective feedback
2. Deliver appropriately timed feedback that focuses on moving learning forward
3. Plan for how pupils will receive feedback

Lay the foundations for effective feedback

Before providing feedback teachers will provide high quality instruction, including the use of formative assessment strategies.

High quality instruction will reduce the work that feedback needs to do; formative strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address)

Deliver appropriately timed feedback that focuses on moving learning forward

Teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil and the collective understanding of the class.

Feedback should always focus on moving the learning forward, targeting the specific learning gaps that pupils exhibit.

Plan for how pupils will receive feedback

Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in their teacher and their capacity to receive information will impact feedback’s effectiveness. Teachers should encourage learners to welcome feedback, and will monitor how pupils are using it.

Teachers will provide opportunities for pupils to use feedback

Discussions with pupils have shown that the majority feel that feedback is something that helps them know what to do next in order to improve.

**Methods of Feedback**

Written feedback (marking) and verbal feedback are both shown by evidence to improve pupil outcomes. However neither are as important or effective without careful consideration of the above principles. For example the appropriate timing of when the feedback is delivered is more important than the method with which the feedback is delivered. At St Margaret’s teachers and other adults are equipped and trained with the necessary skills to ensure that a range of feedback methods can be employed in line with the above principles.

Verbal feedback

Verbal feedback can often be the most effective form of feedback due to the cost and time implications of written feedback and it’s nearness to the time of learning. Verbal feedback, when carried out within the lesson, is shown to be highly effective and enables teachers to assess understanding of learning. Some example of the delivery of verbal feedback and assessment tools can include:

* Cold calling
* Think, Pair, share
* Show-me boards
* Say it again, better
* Probing questions
* Process questions
* Checking for understanding
* Feedback that moves forward (focuses on actions pupils can take to improve future performance)

Verbal feedback will inevitably involve questioning. The questions that teachers ask should be purposeful, targeted and focussed. These questions will help the teacher to gauge the understanding of the pupil and identify and further steps in their learning.

Written Feedback

Written feedback (marking) can be effective, when focused on the task or learning intention and delivered in a timely manner. It is usually delivered individually in pupil book, or as whole class feedback.

Staff at St Margaret’s are clear that when utilised written feedback must be focused on the learning intention and purposeful to the principle of moving learning forwards. Teachers will carefully consider whether the feedback would be better delivered verbally, often based on the ability of the pupils to act upon the feedback.

Written feedback codes are used to simplify written feedback. These codes can be found in the Feedback Guidance Document.

Some written feedback will be completed during lessons- this is referred to as ‘Live Marking’. Live Marking helps to prevent further misconceptions and is accompanied by verbal feedback. In this process the teacher moves around the classroom in order to highlight misconceptions, correct errors and check pupils understanding of work in order to move them on when appropriate.

Peer and Self-Assessment

It is important that pupils learn to be reflective and honest in their work, this self-assessment is supported by the teacher clearly sharing success criteria; either verbally or in a written form.

To do this, pupils are encouraged to become the first markers of their work; to find their own mistakes and to check and improve their own work. Sometimes pupils may use this process when looking at the work of their peers- this is ‘Peer Assessment’.

There is no ‘one-size-fits-all’ approach in terms of choosing the appropriate method or time for delivering feedback. These decisions are best made by teachers in the classroom in response to specific circumstances as they arise.

Policy written November 2022

To be reviewed November 2025