Teacher Feedback to Improve Pupil Learning Policy

St Andrew's Church of England Primary School

We believe that 'Everyone is different. Everyone is special'. As Jesus taught us to love unconditionally, so we strive to nurture respect for all; to provide a rich and stimulating curriculum that considers the individual; and to care for the intellectual, social and spiritual well-being of our whole school community - encouraging positive engagement with the wider world, as affirmed through our school values and parable of the Good Samaritan.

Jesus said, "Love the Lord your God …' and, 'Love your neighbour as yourself." Luke 10:27

At St Andrew's we are committed to keeping pupils and staff safe. Our school policies are an essential part of the way we safeguard all members of our diverse school. We support democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These principles help us to listen to each other and learn from each other to create a safe and rich learning environment for pupils and staff alike.

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St Andrew's C of E Primary

Teacher Feedback to Improve Pupil Learning Policy

"The simplest prescription for improving education must be dollops of feedback." - John Hattie

Purpose of this Policy

The purpose of this policy is to ensure we have a core and consistent approach to how we deliver and evaluate the effectiveness of feedback at St Andrew's. All members of staff should be familiar with the policy and apply it consistently.

Rational

High-quality feedback is one of the most impactful strategies that teachers can deploy to ensure children make strong progress from their starting points. Developing a culture in which teachers have a rich repertoire of efficient feedback strategies and children are receptive to the feedback they receive, is key for improving attainment. Effective feedback helps children move to next steps through addressing errors/misconceptions and recognising where children have achieved well. Feedback will boost children's confidence and help them develop an identity as a successful learner.

Core Principles:

- Feedback builds on secure teaching and learning.
- The quality of the feedback is key.
- Feedback must be well-timed.
- Feedback must be efficient.
- Children must engage with feedback.
- Feedback forms part of children's personal development.
- The effectiveness of feedback is judged by pupil progress.

Feedback builds on secure teaching and learning

"Feedback does not exist in isolation; it must be rooted in the firm foundations of effective instruction." – Teacher Feedback to Improve Pupil Learning EEF

At St Andrew's lessons are planned with clear Learning Objectives. These Learning Objectives are shared with children during the lesson and are written/printed at the top of any written work. Success Criteria is shared verbally; alternatively, generating Success Criteria may form part of a learning activity. This sharing of Learning Objectives and Success Criteria gives a shared understanding of the learning goals of the lesson.

The Quality of Feedback is Key

Feedback may be related to the task, the subject area, or metacognition (the ways learners monitor and purposefully direct their learning), and should be specific and targeted. General feedback, or comments relating to personal characteristics of the child, are unlikely to be helpful. Feedback should be focused on moving children forward and may often include an opportunity for children to act immediately to process the feedback. Teacher should plan feedback to

consider how children will engage with it, to ensure it is understood and acted upon – and the "feedback loop" is closed.

Praise is a form of feedback used to celebrate the progress the child has made towards meeting the learning objective, rather than address the gap between their performance and the learning objective. As with feedback, it is most useful when it is specific.

Types of Feedback (Taken from Teacher Feedback to Improve Pupil Learning Guidance Report – EEF)

		KS1 Example	KS2 Example
Task	Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'
Subject Area	Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by going *around the dinosaur's bottom and up his long neck*. Let's try that again.'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'
Metacognition	Feedback is focused on the learner's own self-regulation. It is usually provided as **prompts and cues**—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'

Metacognition

Metacognition is about the ways learners monitor and purposefully direct their learning. In order to monitor their learning, they will be asking themselves questions throughout their learning experience. These questions will be related to their knowledge of the task, their knowledge of themselves or their knowledge of strategies.

Knowledge of task	Knowledge of self	Knowledge of strategies
Is this task too challenging for me? What are the most difficult aspects of this task? How much time should I devote to this task? Are there easy bits I can get 'done'?	Is this task asking for subject knowledge I can remember? Do I understand the concept(s) that underpins this task? Am I motivated to stick at this tricky task? What can I do to keep myself focused?	Are my notes effective for understanding this task? Do I need to ask the teacher for help? What strategies can I deploy if I am stuck? What can I do to ensure I remember what I've learned?

Who can give feedback?

Task-feedback

Sometimes a task will be constructed in such a way that it provides immediate feedback. For example, in a PE lesson, the children are practicing their badminton serve. Children will receive immediate feedback on the effectiveness of their technique by observing where their shuttlecock goes. This feedback may be enough for them to deduce simple changes, such as "apply less force".

Peer-feedback

When both children have a clear understanding of the success criteria, they can evaluate one another's work and provide verbal feedback. This can be particularly effective when partners are carefully chosen to be able to challenge/support one another effectively.

Teacher/adult feedback

Teachers and other adults in the classroom will give feedback in verbal or written form, to individuals, groups or the whole class. Teachers may instruct Teaching Assistants to work with individuals and groups, to provide more detailed feedback/to ensure the children have understood the feedback.

Feedback Must Be Well-timed

Feedback needs to be appropriately timed so that children can correct the course of their learning promptly. For this reason, verbal feedback delivered within a lesson can be particularly helpful. Teachers should consider at which point, within a sequence of lessons, would be most appropriate for written feedback, particularly if that feedback will take considerable teacher time (for example, marking a full set of books.) Feedback may vary according to the task, the pupil or the class.

Examples of Feedback given at different times:

- Immediate
  As children begin writing their introductory paragraphs for a non-chronological report, the teacher circulates to check that the children are using technical language appropriate to the level of formality required. The teacher stops and gives verbal feedback individually to several children, reminding them of the language expected for the piece.

- End-of-Lesson
  Towards the end of a maths lesson, the teacher displays the answers to the questions the children have been working on. The children mark their own work. Afterwards, the teacher performs a quick survey to find out what the "trickiest" question was. The teacher then provides a more detailed explanation of that question.

- Delayed
  After an RE lesson, the teacher looks through the books and notices several children have missed an opportunity to use the subject specific vocabulary that has been taught. The teacher makes a note of these children, and at the start of the next lesson, the class do a short activity to review the previous week's learning and reinforce the vocabulary. This delayed feedback might be more effective as the vocabulary is fresh in children's minds for the start of the following lesson.

While the **quality** of the feedback is more important than the quantity/frequency, it is also true that "little and often" is more effective than longer pieces of feedback given less regularly. Instilling the habit in children of expecting and being ready to respond to feedback means that feedback must be provided regularly.

Feedback Must be Efficient

Written feedback – "marking" books - has traditionally been at the heart of school feedback practices and has been viewed more broadly as a fundamental aspect of teaching. In many cases, written 'marking' has often been conflated with 'feedback' and may indeed have unhelpfully supplanted other forms of feedback.
Teacher Feedback to Improve Pupil Learning Guidance Report – EEF

Teachers must be aware that time spent marking is time not spent planning, preparing, or engaging in CPD. For this reason, teachers should not feel they have to spend significant time writing comments in books. When marking, teachers should ask themselves:

- Is this the most effective use of my time?
- Is my marking efficient (use of codes etc)?

When written marking is deployed, teachers can make the time spent more efficient by using our writing code (See Appendix). Comments, where used, should be written in pink and green "tickled pink" and "green to grow".

Guidance for specific subjects:

Maths: – self-marked, peer-marked or teacher-marked with a tick or a dot to note correct and incorrect answers. There may be an indication by the Learning Objective (by either the teacher or pupil) to show how confidently the Learning Objective has been met. There may also be the use of the 'VF' sign or some practice / corrected work to show that feedback- and pupil progression / learning - has taken place.

Writing – self-marked, peer-marked or teacher-marked using the marking code for longer pieces of writing. There may be an indication by the learning objective (by either teacher or pupil) as to how confidently the Learning Objective has been met. There may also be the use of the 'VF' sign or some practice / corrected work /editing to show that feedback- and pupil progression / learning - has taken place. When marking English books, basic skills should be upheld – punctuation and handwriting - with feedback relating to the presentation of the work.

Children Must Engage with Feedback

Unless feedback is actioned, it is just information, another set of advice floating in the wind. – The Feedback Pendulum.

When planning feedback for a class, teachers must consider how children will engage with the feedback. In supporting children to access feedback, teachers should:

- **Discuss the purpose of feedback.**
  Children must understand that feedback is a positive indication of the teacher's high standards and belief in them as a learner; not that feedback is critical because they have not done well enough.

- **Provide clear, concise, and focused feedback.**
  Children must feel they have actionable steps to improvement. E.g. "Choose two more adjectives to describe this noun".

- **Ensure pupils understand the feedback given.**
  This is most easily done when feedback is a dialogue with the child. Where written feedback is used, teachers must ensure that children understand what any marking codes mean.

- **Model the use of feedback.**
  Demonstrating how feedback is used to improve work and progress learning is time well spent.

It is the teacher's responsibility to ensure that feedback is effective – and this means ensuring children engage with, and make progress because of, feedback. If children are not engaging with feedback in the form it is given, teachers should consider alternative strategies to ensure progress is being made, or work with the child to develop their ability to access this feedback.

Feedback Forms Part of Children's Personal Development

Regardless of the quality of the feedback, and how effectively the use of feedback is modelled, children must be receptive to feedback for it to have any impact at all.

Being receptive to feedback is dependent on:

- **Motivation to improve.**
  Children must value the subject/see the point of the task. They need to recognise what excellent looks like and feel that it is attainable to them.

- **Trust and confidence in the teacher.**
  Children must believe that the teacher knows how to help them make progress. They must trust that the teacher "likes" them and isn't going to chastise them for making mistakes/embarrass them publicly.

- **The child's belief in their own self-efficacy.**
  A child must believe that they can get better at a subject. They must believe that success comes from effort, which they control, rather from a fixed intelligence, which they do not. The principles of developing a Growth Mindset (celebrating "marvellous mistakes", replacing "I can't" with "I can't **yet**", praising progress not perfection) create an environment where children believe in their power to improve.

The Effectiveness of Feedback is Judged by Pupil Progress

"The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work." - Eliminating unnecessary workload around marking - Report of the Independent Teacher Workload Review Group - March 2016

When discussing and evaluating how effectively a teacher is using feedback in their classroom, senior leaders will use a variety of evidence:

- Lesson observations
- Pupil voice
- Discussions with teacher/teacher assistants
- Whole class marking notes
- Marking in books
- Any other informal recording of feedback given

The primary evidence for effective feedback is the progress of the child.

Appendix 1

Symbols for marking

	In your writing
√	An example of meeting your LO (learning objective)
☺	I'm a happy teacher! (You've done something great that is not in today's LO.)
sp	Spelling mistake
~~?~~	This doesn't make sense.
^	You have left a word out.
O	Correct this mistake yourself. (Circle around a mistake – used for mistakes a child should be able to spot themselves.)
//	Start a new paragraph.
FS	Full stop mistake
CL	Capital letter mistake
P	Punctuation mistake
↑	My wish/your action: Teacher expects a response/action.
I	This work was done independently.
S	This work was supported by an adult.
	At the end of your writing
√√	Good, you have done what I expected.
√√√	Wow! You have impressed me!