

Christchurch Junior School

Draft Feedback Policy

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Review: July 2022

At Christchurch Junior School, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation, OFSTED and other expert organisations. Several systems of feedback were trialled and reviewed within vertical years teams in order to ensure the pupils at Christchurch Junior School receive purposeful and effective feedback which cascades standards of excellence within every class.

The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Furthermore, since September 2015, Ofsted has emphasised that they recognise the importance of oral and written marking and feedback given to pupils in relation to assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback.

Key Principles:

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback and marking should be to further children's learning;
- feedback sheets will be in an integral form of communication between Teacher and LSA in order to provide bespoke interventions.
- verbal feedback will be given to the whole class identify what went well and key misconceptions
- outstanding work / contributions will be celebrated on a Wall of Fame.
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments in books
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- metacognition and self-regulation approaches to teaching will support pupils to think about their own learning more explicitly, by teaching them specific strategies for evaluating their, or their peers, learning. (peer and self-assessment – see below).

Feedback and marking - the process

1. After the lesson, the teacher completes a Feedback Form
2. If a child has met the LO, the LO is highlighted pink.
3. If a child has not met the LO, their name is put in the “requires further support” section of the form and then receives a short intervention from either the LSA or teacher. The LO is NOT highlighted.
4. Up to three spellings are corrected with the word underlined and “sp” written in the margin.
5. The following lesson outstanding work is praised and those children put their name on the Wall of Fame. This can be either on a Flip Chart or the whiteboard at the front of the class.
6. The following lesson misconceptions are addressed to the whole class.
7. Peer and self-assessment – the child will write PA or SA in the margin of their book.

Any child that has had significant additional support during the lesson will have a T or LSA written in the margin of their book in order to be clear that the outcome was with adult intervention.

Feedback sheets will be written for all key lessons in the following subjects: English, science, geography, history and RE. Marking in maths (Maths No Problem) forms part of the lesson where misconceptions are addressed immediately and children are given the opportunity to correct their mistakes or extend their learning with additional challenges.

Verbal feedback will be given for all other subjects.

Verbal Feedback

Shirley Clarke et al suggest that giving “in-the-moment” verbal feedback during the lesson is highly effective as it gives children an opportunity to act immediately on advice and implement improvements or change. At Christchurch Junior School, verbal feedback is part of everyday practice within lessons and is also given when reflecting on previous learning using the feedback sheet.

Following advice from OFSTED, we will not acknowledge where Verbal Feedback is given as this level of recording is unnecessary.

Peer and Self Assessment

Self and peer assessment are important aspects of assessment for learning (AfL) practice. Assessing their own work or that of others can help pupils develop their understanding of learning objectives. Research has shown that pupils make more progress when they are actively involved in their own learning and assessment.

At Christchurch Junior School, through peer and self-assessment, we will:

- Give pupils the opportunity to think carefully about their own learning and that of their peers
- Allow pupils to develop their mental model of what success looks like in a task

- Support self-regulation and independence

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