

Jennett's Park CE Primary

Feedback for Improvement Policy



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Feedback for Improvement Policy

Key Principles

Children should progress in their learning and effective feedback plays a role in doing this.

Feedback for improvement has 3 purposes:

Manageable

The process, however valuable to a student, is not effective if it becomes a burden on the teacher providing the feedback

Meaningful

Feedback needs to be related to learning outcomes expected from the learner, and communicated in a way that they can access.

Motivating

Any feedback given to learners should have a positive impact on their subsequent work. Quantity of feedback is irrelevant if it is not effective; can a learner act upon the information you've provided? Workload Review Group, March 2016

At Jennett's Park CE Primary, we believe in THINKING. Therefore, we do not do something because, 'that's what we've always done' or because, 'that's what everyone else is doing'. We do it because we believe there is a better way; a more effective way; that utilises our time and energy to make a greater impact on the lives of our children.

Feedback is no different. We should always start by asking ourselves, 'why are we giving this feedback?'

There are two main reasons:

- To motivate the child
- We can see an opportunity to move learning on by:
- Addressing a misunderstanding
- Reinforcing a skill or key piece of information
- Extending a child's understanding or ability to do something

Why do we want to use alternatives to written marking?

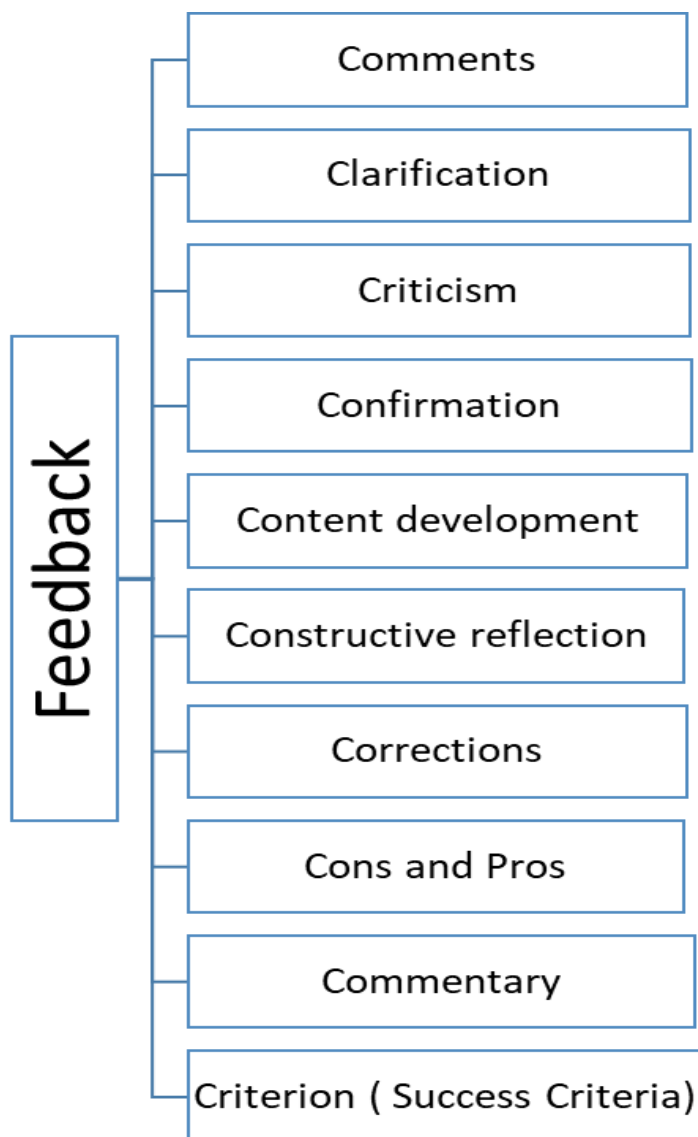
- There is no reliable evidence to support the effectiveness of written marking (EEF report – 'A marked improvement').
- Written marking takes up a huge amount of teachers' time – if a teacher spends 5 hours per working week marking this is almost 200 hours per year. This creates a huge workload issue.
- Written marking which is individual results in an over reliance on very specific comments and so pupils do not develop their own understanding of how to improve their work.
- It also represents a huge opportunity cost – this time could be spent curriculum planning, investigating research, creating re-sources or improving subject knowledge or ensuring a better work/life balance.

Types of feedback

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

Immediate feedback What it looks like <ul style="list-style-type: none">• Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc.• Takes place in lessons with individuals or small groups• Often given verbally to pupils for immediate action• May involve use of a teaching assistant to provide support of further challenge• May re-direct the focus of teaching or the task• ABC discussions (agree, build on, challenge) Evidence <ul style="list-style-type: none">• Lessons obs/ learning walks	Summary feedback What it looks like <ul style="list-style-type: none">• Takes place at the end of a lesson of activity• Often involves whole groups or classes• Provides an opportunity for evaluation of learning in the lesson• May take form of self or peer- assessment against an agreed set of criteria• May take the form of a quiz, test or score on a game• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need Evidence <ul style="list-style-type: none">• Lesson observations/learning walks• Some evidence of self – and peer-assessment• Quiz and test results may be recorded in books or logged separately by the teacher
Feedforward: 'the next step is the next lesson' What it looks like <ul style="list-style-type: none">• For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work.• Do now's are analysed daily and errors and misconceptions addressed in subsequent lessons, in particular in maths meetings. Evidence <ul style="list-style-type: none">• Lesson observations/learning walks• Evidence in books of pupils editing and redrafting their work in green pen	Summative What it looks like <ul style="list-style-type: none">• End of unit activities• End of unit or term tests or quizzes Evidence Results

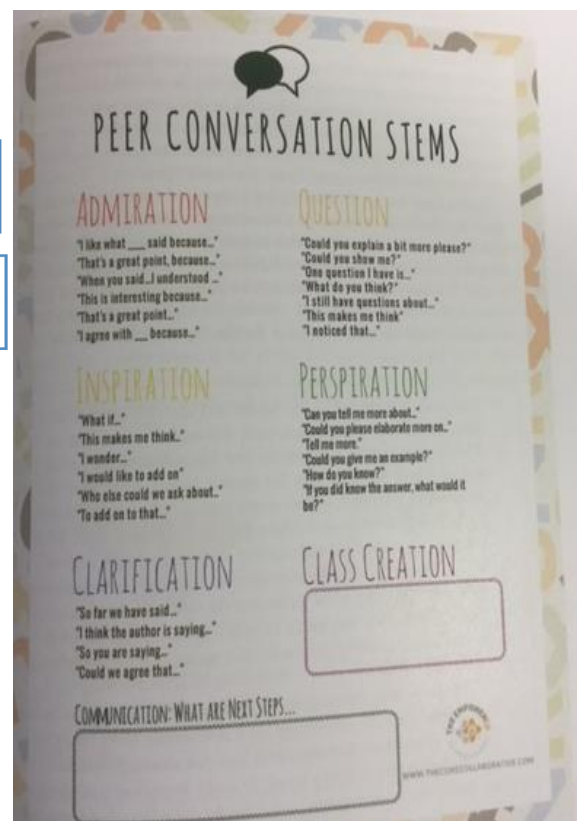
Feedback to a learner can take a variety of ways:



Peer Feedback

Feedback from peers is important at Jennett's Park CE Primary School. This is led verbally by the ABC model (Agree, Build on and Challenge).

A – Agree
B – Build on
C - Challenge



Capturing feedback for learning through the week

It is hard to gather feedback whilst not touching books.

We recommend frequent learning stops. You should plan when these are in lessons.

Two elements that can help

Live whole-class feedback

- ☐ Use a visualiser/tablet to review a model answer or a pupil's work as a class.
- ☐ Identify good elements and areas to improve.
- ☐ Pupils should then use this to improve their own work.

Live individual feedback

- ☐ As pupils complete work the teacher views individual work (use your visualiser to do this), and points out strong elements, recommends an improvement or high-lights an error. Pupils then improve their work immediately.
- ☐ This is best used when pupils are completing extended writing as you will have more time to sample the work of more pupils.

Why is this important?

We all know different children learn in different rates. It is one of the jobs of a teacher to capture and use evidence for accurate assessment. We have tried to reduce admin by creating clear templates to evidence how children are progressing. They are designed to help teachers reflect on and structure feedback as well as plan for the next stages of learning.

Some children may be in a position to have a version into their books directly. Existing self-assessment and peer assessments may also be helpful for children to reflect on their progress. Some children who are in need of support to scaffold learning and reading what is presented do not gain as much from this and other approaches should be used.

There are times when you will still want to write something in books. You may wish to photocopy group feedback/ write on a white sticky label to pass to children. After a long piece of writing teachers may wish to type a group reflection/ individual feedback to help guide their learners.

Early Years use Tapestry to capture ongoing learning. Seesaw is being used alongside this to capture learning.

Remember the aim is to learn. If a child does not improve with the method you have chosen adjust and try again.

Making sure every child's learning is captured:

Class teachers need to keep records for themselves to help their judgements. This is useful for planning next lessons and for entry when we capture larger lengths of time onto SIMS.

We use the code AE(Above expectation), WA (working at) , JB (just below) , WB (well below) to help quickly signify where children are at. Phase leaders will work with teachers to capture how many subjects in this phase are reflect on and how this information can be supported in the form of spreadsheets/ tick lists etc.

Please read alongside the Teaching and Learning policy for Jennett's Park view on how to challenge and support all children.

Feedback summary

Date

Subject

Focus

Class

What is going well?		Areas of concern (Misunderstandings)	
What next?	OWL moments	Notes	
SPAG errors			