

Marton cum Grafton CE Primary School Feedback Policy

At Marton cum Grafton, we recognise the importance of feedback as an integral part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. Education Endowment Foundation research shows that effective feedback should:

- **Be for the sole purpose of improving children's learning**
- **Provide meaningful feedback to the child-**
 - Highlight areas for development / improvement / correction thereby enabling the child to identify clear 'next steps' providing motivation for learning;
 - Be specific, accurate and clear
 - Encourage and support further effort
 - Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- **Inform future planning of lessons** -enable the teacher to record progress related to learning objectives
- **Be relevant** – sometimes marking is not necessary.
- **Redirect or refocus** - either the teacher's or the learner's actions to achieve a goal
- **Alert the teacher to misconceptions** - so that the teacher can address these in subsequent lessons.

We have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the Department of Education's expert group which emphasises that marking should be: **Meaningful, manageable** and **motivating**.

Key Principles

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

- Effective feedback is integral to ensuring the 'Keep Up not Catch Up' philosophy.
- The sole focus of feedback should be to further children's learning.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.

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- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson. The 'next step' is usually the next lesson.
- 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.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it.

Within these principles, our aim is to make use of the good practice approaches to ensure that children are provided with timely and purposeful feedback which furthers their learning, and that teachers are able to gather feedback and assessments which enable them to adjust their teaching both within and across a sequence of lessons.

Feedback in Practice:

In order for feedback to have the highest impact on learners, we have investigated effective strategies. They can be categorised into:

1. Immediate: The feedback is given within the lesson, during the learning.
2. Summary: The feedback is given at the end of a session or unit.
3. Review: The feedback is given as a result of a review after the lesson. This will usually be at the beginning of the next lesson.

Ongoing Research:

We are continuing to experiment with different ways of improving the effectiveness of feedback. In particular, methods are being explored, analysed and developed to maximise opportunities for different types of verbal feedback within each lesson and to ensure that it is factored into weekly plans as an integral and effective part of teaching and learning.

Our commitment to every child

Feedback is integral to excellent teaching and learning. Marton cum Grafton is a safe and happy school where each individual child is valued. Learning is fun, memorable and exciting due to the creative approach to the curriculum and the numerous opportunities for pupils to follow their interests, investigate and explore. Teachers inspire and engage pupils and have exceptionally high standards. No child is left behind due to an embedded culture of 'keep up not catch up' and a shared commitment that every child will succeed and achieve their absolute potential.