



Battle Primary Academy
Empowering Opportunity

Name of Policy	Feedback Policy
Scope of Policy	All year groups and class based staff.
Approved by	Principal
Date of Approval	November 2020
Review period	One Year
Review Date	November 2021

GROWING STRONGER TOGETHER



**THAMES LEARNING
TRUST**

Introduction

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol.77, No.1, pp.81-112)

At Battle Primary Academy, we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. It is a vital part of a child's learning journey and is key to ensuring all our children make the best possible progress. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. 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.

Principles and Aims of Feedback at Battle Primary Academy

- Children have the right to have their learning acknowledged, be given feedback on their achievements and advice for future learning.
- Feedback demonstrates a value in children's learning and encourages them to do the same.
- Feedback has the greatest impact when immediate and targeted.
- Regular feedback ensures teachers are aware of the individual needs and abilities within the class and helps to raise standards by informing future teaching.
- Feedback is time-efficient, meaningful and does not negatively impact on teacher workload.
- Feedback is incorporated into all aspects of the learning sequence.

"Feedback makes me feel proud. It makes me want to keep trying" (Year 3)

"We can learn from what we did wrong, just like learning from our mistakes." (Year 4)

"I like it best when my teachers sits with me and tells me how to improve my work." (Year 2)

At Battle Primary Academy feedback occurs at one of three common stages in the learning process: immediate, summary and review.

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> Includes teacher gathering feedback from assessment, including mini-whiteboards, book work, 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 or further challenge. May re-direct the focus of teaching or the task. May include highlighting/annotations according to the marking code. Could include honesty marking where children have access to the answers for self checking (This is particularly effective in maths). 	<ul style="list-style-type: none"> Lesson observations/learning walks. Some evidence of annotations or use of marking code/highlighting.
Summary	<ul style="list-style-type: none"> Takes place at the end of a lesson or 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. In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> Lesson observations/learning walks. Timetabled pre- and post-teaching based on assessment. Some evidence of self- and peer-assessment. May be reflected in selected focus review feedback (marking).
Review	<ul style="list-style-type: none"> Takes place away from the point of teaching. May involve written comments/annotations for pupils to read / respond to. Provides teachers with opportunities for assessment of understanding. Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. May lead to targets being set for pupils' future attention, or immediate action. Hot and cold tasks in both English and Maths. 	<ul style="list-style-type: none"> Acknowledgement of work completed. Written comments and appropriate responses/action. Adaptations to teaching sequences tasks when compared to planning. Use of annotations to indicate future groupings. Marking of hot and cold assessments.



Marking Expectations

1. Feedback will be embedded into every lesson and identified in planning.
2. In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently.
3. Written marking and comments in Key Stage 2 is expected for cold and hot tasks. The marking of cold tasks **must** include a target. Teachers will use their professional judgement to identify other opportunities for written comments and next steps across all subjects.
4. Spelling mistakes and basic punctuation errors should be addressed across all subjects and opportunities provided for children to correct these.

5. Highlighters are for adult use only. Children will self/peer assess, edit and improve in 'purple polishing pen.'

Marking Codes

I	Independent work	<p><i>These three codes can be used to identify the level of support provided to a child during a lesson and/or piece of work.</i></p> <ul style="list-style-type: none"> • These should be used consistently in Year 2 for moderation purposes. • In Early Years, only the I and G codes should be used for moderation purposes • In all other year groups, the codes should be used when the teacher deems necessary but do not need to be part of normal, everyday classroom practice.
S	Supported by an adult	
G	Guided group work	

	<p>Work which demonstrates that a child has met an element of the success criteria, demonstrated a skill or achieved the intended outcome.</p> <p>WALT highlighted green in EYFS if a child has achieved the objective.</p>
	Work which needs further attention or displays an error or misconception.
FS	Missing full stop
CL	Missing capital letter
SP	Spelling mistake
P	Punctuation missing
	Read this part back. It doesn't make sense.
^	Missing word
//	Start a new paragraph

Target Stamps

To be used in Foundation Stage, Key Stage 1 and in Key Stage 2 for children who may require a more visual form of feedback.



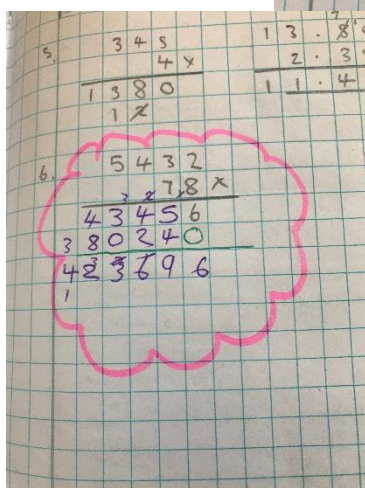
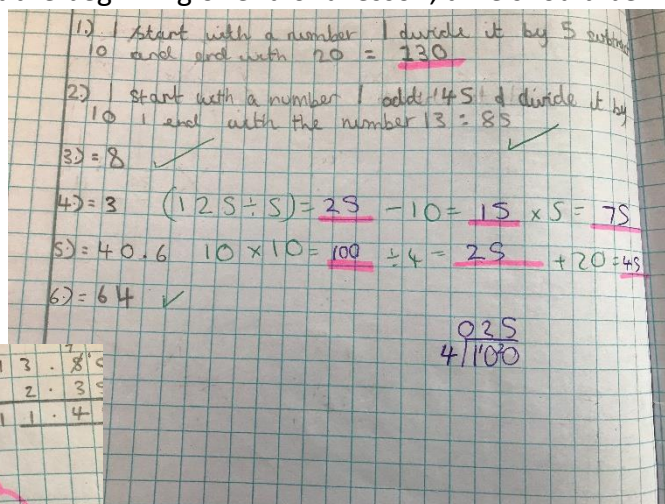
BPA's Feedback Fab Five

At Battle Primary Academy, feedback is embedded into every aspect of a child's learning journey. In order to maximise the impact of our feedback, we use the **Feedback Fab Five** as part of our regular, everyday classroom practice.

1. Dedicated Improvement and Reflection Time

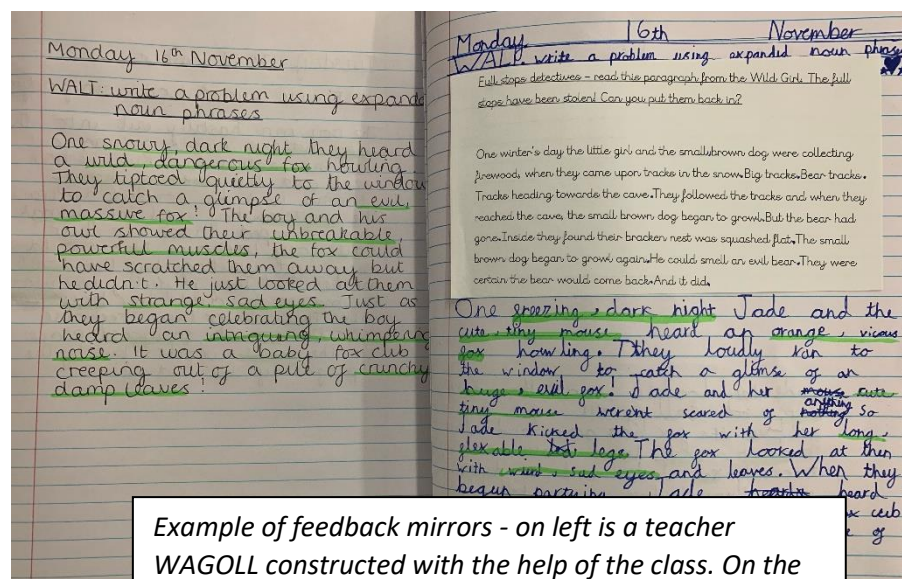
Upon the completion of a task, assessment or at the beginning or end of a lesson, time should be provided so that children can act upon and respond to your comments (or that of a peer).

This is also an excellent opportunity to provide **Whole Class Feedback** (see appendix) based on any common errors or misconceptions you have identified when looking at the children's work. DIRT can also be a way to extend children towards mastery of a given skill.



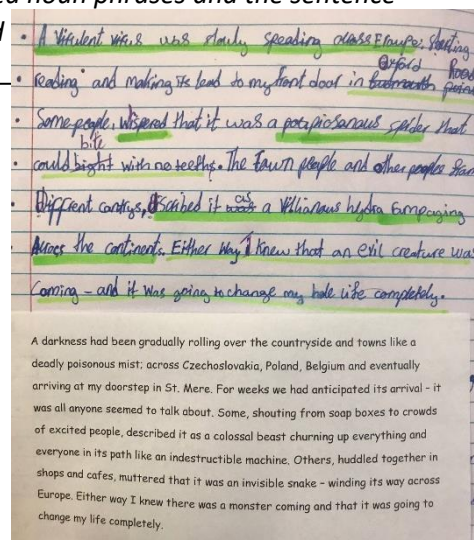
2. Feedback Mirrors

After a child has completed a task (piece of writing, test question, drawing etc), show them a good example (WAGOLL) to compare their work against. Children can then edit, redraft or set themselves targets to work on. This should be modelled first by the teacher.



3. Mark Live

During a lesson, the adult circulates around the classroom, speaking with children individually, providing feedback and/or work. The Prior to the lesson the teacher will decide children to target (and how to use any additional support with this). A strategy to ensure children remember the feedback is to use the 'repeat after me' where the children verbalise your feedback either in words or their own. Once feedback has been provided, the adult should then check back on the after a period of time.



marking
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adults to
strategy
your
child

NB Verbal feedback does not need to be acknowledged with a code.

4. Mind the Gap

A range of opportunities should be built into lessons to assess the children's understanding (mini plenaries). When struggling learners are identified via the use of mini plenaries, the teacher should provide appropriate feedback to the children to ensure the 'gap can be closed' as much as is possible. This could be done within the lesson, at the start of the next lesson or during intervention sessions. A good strategy for this is honesty marking where children have access to the answers and can check their

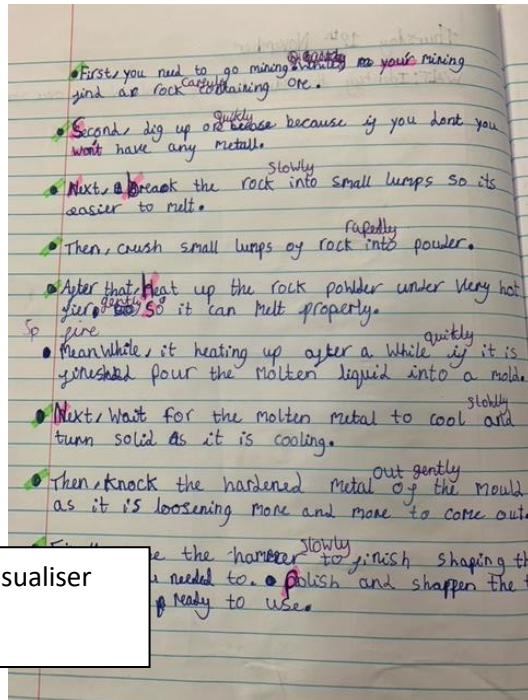


understanding at the beginning. Use of min quizzes/low stakes tests also support this strategy.

5. Show and Tell

During a lesson, the teacher uses a visualiser/airplay/smart board to model improvements on a piece of work. This could be done the whole class or with a small group of children. To extend this further, children could contribute to the process so that it becomes a 'shared' experience. In practice, teachers model this using the same book/layout that children are presented with, e.g. – a modelling book for each subject.

The work was modelled the teacher using a visualiser before being self corrected by the pupil.



with

best

class