

**West Row Academy**

**Feedback Policy**

**2023-24**

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| **Approved by: Date:** |
| **Last reviewed Autumn 2022** |
| **Next review due by Autumn** |

**Context**

At West Row Academy, we understand the importance of meaningful feedback as part of the teaching and learning cycle; we aim to maximise the effectiveness of its use in our academy.

**Feedback principles**

* The core focus of feedback is to further children’s learning
* Evidence of feedback is incidental to the process as a whole; we do not provide additional evidence for any external verification
* Feedback should empower children to take responsibility for improving their own work
* Children should receive their feedback throughout lessons through: live-marking, questioning, guided group work and discussions
* Be specific, accurate and clear
* Encourage and guide further effort
* Put the onus on the student to take ownership on correcting their own mistakes, rather than just providing all answers and resources for them
* Alert the teacher to potential misconceptions, so that it can be addressed in coming sessions

**Feedback in practice**

1. Immediate feedback - at the point of teaching/during tasks/live-marking
2. Summary feedback – at the end of the lesson/task
3. Next lesson feed forward – further enabling the children to take ownership of their progress by self-assessing and peer assessing.

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| **Immediate**  • Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards and work in books  • Takes place in lessons with individuals or small groups  • Given verbally to pupils for immediate action  • May re-direct the focus of teaching or the task | **Summary**  • 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  • Guides a teacher’s further use of feedback, focusing on areas of need  • Self – and peer-assessment |
| **Feedforward: ‘the next step is the next lesson’**  • Evidence in books of pupils editing and redrafting their work, responding to learning conversations with adults in purple pen | **Summative**   * End of unit tests, quizzes * Activities in books |

1. Summative feedback – tasks that are being undertaken where the child has securely mastered the material that they are studying can be verbally

**Proof-reading and editing writing**

Our planning process for writing includes, in every sequence of learning, editing and improving sessions where pupils have error identification modelled; this will include modelling on how to improve and extend vocabulary choice.

Pupils edit and respond to all feedback in purple pen. Teachers will have looked at pupils’ work during the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content.

Where individual children have done particularly well or badly at something, adults will use these in the lesson as a teaching point. The feedback encourages pupils to spot their own mistakes and self-correct.

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work modelling how to overcome these: for example, to clear up the confusion with apostrophe use (this can be done in lesson when live-marking.)

Sometimes it is children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an ever-better piece of writing might look like; this can be modelled through the use of a WAGOLL, or by adults setting group or individual challenges or mini-plenaries directing the children to any common misconceptions, “before you’ve finished editing, you need to have…”

**Feedback in maths**

In terms of day-to-day maths learning, in KS2, teachers should have the answers to problems available, and after doing 4 or 5 calculations, children should check their answers themselves or through group marking – by means of checking answers with a peer and reworking calculations or parts of, to ensure the steps are understood. The onus is always on the learner checking their work and if they’ve got an answer wrong, trying to identify their own errors. Children need to be taught how to do this purposefully, otherwise they think it just means scanning quickly through their work, reading but not really thinking.

Checking involves thinking deeply about the work you have just learnt; when you think deeply about something, it is much more likely to get stored in your long-term memory, available to be recalled at will. Children might repeat a calculation in a different purple pen and check they’ve got the same answer.

Teachers will model how children can use the inverse operation to go and check they get back to where they started. Teachers can use mini-plenaries to aid marking and/or use an example of a child’s learning to reinforce how to check and/or improve their learning.

**Maths feedback codes**

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| **Code – in green pen** | **Meaning** |
|  | Check this one again. |
| Check Symbols Copy and Paste ✓ ✓ ✓ ✘ ❌ ✖ ✕ ❎ ☓ ✗ | This one is correct |

**For all subjects**

Feedback within lessons as verbal comments to the pupil are the most valuable – and should be visible on any learning walk in the independent work part of a lesson.

Teachers and TAs will be circulating the room, looking over the shoulder at any work in books and commenting for pupils at the point of learning. In a case where an adult spots a number of similar errors, they may then halt the room, and talk to all pupils, model or re-explain, to help avoid further misconceptions. This intervention at the point of pupils doing tasks is the most useful, and helpful to pupils. If there are pupils who are not making errors they are simply further supported in the knowledge they are doing the right thing.

Feedback and marking from adults can be in any colour other than purple.

Feedback files are used for all subjects to record successes in learning, whole class misconceptions and next steps for specific children, groups or whole classes. These files are to be completed by all adults working in the classroom so as to give a range of information to the teacher. Feedback files’ purpose is to reflect on the children’s learning and support adaptation of planning for the next lesson to close gaps and improve progress in learning.