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|  | **SANDBROOK PRIMARY SCHOOL** | | |
| **FEEDBACK POLICY** | | |
| **Date Adopted** | **JUNE 2012** | **Version** | **2.0** |
| **Last Reviewed** | **Sept 2018** | **Review Cycle** | **AS REQUIRED** |
| **Author /owner** | **HT** | | |

**POLICY:**

It is our policy to:

* Provide pupils with clear information about what they have done well and what they need to work on next in order to improve;
* Provide high quality feedback that promotes learning over time;
* Provide feedback promptly and regularly;
* Use feedback from pupils’ outcomes to evaluate and refine our teaching, supported by the Feedback Assessment Planning form;
* Expect pupils to respond to feedback if they have been required to do so;
* Allow teachers to provide feedback in ways that suit them and their pupils there is no expectation for feedback to be written.

**RATIONALE/BACKGROUND:**

Feedback helps us learn. We all need to know what we do well and what we need to work on next in order to improve. Evidence shows that high quality, well-timed feedback has one of the biggest impacts on learning. It is therefore our duty to ensure that we give feedback of the highest quality and to act on the information we glean from pupils’ outcomes. There is no requirement for this feedback to be in the form of written marking.

The key feedback questions are:

* Where am I going?
* How am I doing?
* Where to next?

**SCOPE:**

All staff who work with children.

**EFFECTIVE DATES: Sept 2018 – next review**

**RESPONSIBILITIES:**

**Headteacher is responsible for:**

* Ensuring the implementation of the policy;
* Indicating to staff how they might develop their skills.

**Leaders are responsible for:**

* Ensuring the implementation of the policy within their team;
* Inducting new staff to the policy to ensure consistency;
* Indicating to staff how they might develop their skills.

**Teachers are responsible for:**

* Implementing the policy;
* Providing oral and/or written feedback that enables children to make progress;
* Reviewing all work promptly after pupils have completed and assessing on the FAP forms so that analysis an inform next steps;
* Ensuring that pupils know where they are going by identifying skills and target at the start of learning; how they are doing by providing feedback and where next;
* Ensuring that pupils respond to feedback, if required, and act on it so that progress is evident.

**Teaching Assistants are responsible for:**

* Supporting teachers to give quality feedback;
* Giving clear feedback to the children with whom they work;
* Encouraging pupils to respond to feedback;
* Supporting pupils to meet targets or complete tasks set by teachers.

**Pupils are responsible for:**

* Responding to feedback given;
* Seeking feedback so that they can improve.

**APPENDIX 1**

**FEEDBACK PROCEDURES**

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|  | **EXPECTATION** | **SUCCESS CRITERIA** |
| **TEACHER FEEDBACK** | **Comments are appropriate to and, when written, legible for, the age / ability of the pupil** | Where children are capable of reading their feedback, teachers’ writing and vocabulary choices should enable them to do so. Pupils can explain the marking in their work and explain how it helps them learn |
| **Lessons or units give pupils a clear indication of where they are going in learning** |  |
| **Feedback gives clear and precise information to pupils where they are and where they need to go next** | Marking gives precise feedback that pupils can act on or reflect on.  Annotations of positives can be used so that children can summarise their own strengths. |
| **Ensure that pupils are given feedback that supports their development not just improving a set piece of work** | Marking gives a precise, transferable target that will help the child close the gap towards the learning goal. |
| **Ensure that pupils are given guidance on how to meet the target**  **For example, make use of scaffold, example, reminder prompts** | Different ways of helping the child achieve their next time target are used eg scaffold, example, model etc. This can include teaching and therefore verbal feedback. |
| **Pupils make progress as a result of your feedback** | There is evidence of pupils making progress following from feedback |
| **Evidence that you are setting high expectations of technical accuracy that is age and ability appropriate** | There will be evidence that you are expecting children to make corrections to technical errors that would preclude them from being at their target level |
| **PUPIL RESPONSE** | **Response pen (RP) tasks that make pupils improve work, reflect or distil learning are set – these can be post-its**  **KS1 use a wish (w) to improve current work or improve next piece of work** | Evidence in books that pupils have responded to work and made corrections or adjustments following feedback  Pupils have reflected on learning as a result of RP tasks  Pupils are starting to respond with comments or requests to teachers |
| **Pupils respond in a different colour to their original where appropriate** | RP tasks and response to feedback are clear to observers |
| **PEER / SELF ASSESSMENT** | **Pupils use success criteria to mark own work** | Pupils can tell an observer what the success criteria are for the session and give an example of where they have met them  Evidence in books of accurate self-assessment against SC |
| **Pupils set their own targets for next step** | There is evidence of pupils identifying their own targets or next steps accurately |

**Appendix 2**

**Feedback in schools - John Hattie**

**The three feedback questions**

**Where am I going?**

The first question relates to goals or Where am I going? While there is much research about the power of goals in the management and psychological literature, it is not as common in the education literature. When students understand their goals and what success at those goals look like, then the feedback is more powerful. Without them feedback is often confusing, disorienting, and interpreted as something about the student not their tasks or work. Most school age students’ goals are more sport or social than academic (Hastie, 2009), and most academic goals relate more to completion of work, being on time, and trying harder than on the quality of the academic outcomes. Hastie (2009) found that half of student-set academic goals invoked a sense of challenge, half were shared with another person (peer or teacher), and only rarely did teachers assist or ask students to set academic goals. Smith (2009) asked teachers to set specific targets for secondary students based on students’ past performance and many teachers were reluctant to set goals as they claimed that attaining them was not in their control. Instead, in the teachers’ view it was more the responsibility of students to invest effort and commitment towards attaining goals.

There are two major elements of goals – these are challenge and commitment. Challenging goals relate to feedback in two major ways. First, they inform individuals “as to what type or level of performance is to be attained so that they can direct and evaluate their actions and efforts accordingly. Feedback allows them to set reasonable goals and to track their performance in relation to their goals so that adjustments in effort, direction, and even strategy can be made as needed” (Locke & Latham, 1990, p. 23). These levels of attainment can be termed success criteria. These are goals without clarity as to when and how the student (and teacher) would know they were successful and are often too vague to serve the purpose of enhancing learning. Second, feedback allows students (and/or their teachers) to set further appropriately challenging goals as the previous ones are attained, thus establishing the conditions for ongoing learning. By having clear goals, students are more likely to attend to reducing the gap instead of overstating their current status, or claiming various attributions that reduce effort and engagement. Goal commitment, which refers to 5 one’s attachment or determination to reach a goal, has a direct and often secondary impact on goal performance. There are many mediators that can affect goal commitment and among the more important are peers, who can influence goal commitment through pressure, modeling, and competition, and particularly during adolescence the reputation desired by the student can very much affect the power of this peer influence (Carroll, Houghton, Durkin, & Hattie, 2009).

**How am I going?**

The second question is more related to progress feedback (How Am I Going?). This entails feedback (about past, present or how to progress) relative to the starting or finishing point and is often expressed in relation to some expected standard, to prior performance, and/or to success or failure on a specific part of the task. Feedback information about progress, about personal best performance, and comparative effects to other students can be most salient to this second question.

**Where to next?**

The third question is more consequential – Where to next? Such feedback can assist in choosing the next most appropriate challenges, more self-regulation over the learning process, greater fluency and automaticity, different strategies and processes to work on the tasks, deeper understanding, and more information about what is and what is not understood.

**The four feedback levels.**

In addition to describing the three feedback questions with which students may navigate the “gap” between present performance and aspirations, we (Hattie & Timperley, 2007) classified feedback in terms of four levels and noted the interaction of these levels of feedback with the nature of the tasks.

**Task or product.**

First, feedback can be about the task or product (i.e., learning new knowledge, learning to conduct an experiment) In this case feedback is powerful if it is more information focused (e.g., correct or incorrect), leads to acquiring more or different information, and builds more surface knowledge. This type of feedback is most common and most students see feedback in these terms. It is often termed corrective 6 feedback or knowledge of results. It is constantly given in classrooms via teacher questions (as most are at this information level), it is most provided in comments on assignments, it is often specific and not generalizable, and it can be powerful particularly when the learner is a novice. Most feedback to a whole class is of this task type, and most individuals do not consider such feedback as pertinent to them, so it can be given by the teacher and not received by the student. Having correct information, however, is a pedestal on which processing (level 2) and self-regulation (level 3) can be effectively built.

**Processes**

The second level is feedback aimed at the processes used to create the product or complete the task. Such feedback can lead to alternative processing, reduction of cognitive load, providing strategies for error detection, reassessment of approach, cueing to seek more effective information search, and employment of task strategies. Feedback at this process level appears to be more effective than at the task level for enhancing deeper learning, and there can have a powerful interactive effect between feedback aimed at improving the strategies and processes and feedback aimed at the more surface task information. The latter can assist in improving task confidence and self-efficacy, which in turn provides resources for more effective and innovative information and strategy searching. For example, Chan (2006) induced a failure situation and then found that feedback was more likely to enhance self-efficacy when it was formative rather than summative and self-referenced rather than comparative to other peers’ feedback.

**Self-regulation**

The third level is more focused at the self-regulation level or the student’s monitoring of their learning processes. Feedback at this level can enhance students’ skills in self-evaluation, provide greater confidence to engage further on the task, can assist in the student seeking and accepting feedback, and can enhance the willingness to invest effort into seeking and dealing with feedback information. When students can monitor and self-regulate their learning they can more effectively use feedback to reduce discrepancies between where they are in their learning and the desired outcomes or successes of their learning.