

Whitegate End Primary School and Nursery



**Feedback Policy**

<b>Responsible Person</b>	Headteacher
<b>Date reviewed</b>	26.02.25
<b>Next review</b>	February 2027
<b>Signed</b>	<b><i>Rob Hollingsworth</i></b>

## Feedback Policy

At the heart of Whitegate End Primary School we strive for all children to reach their full potential and believe in our vision of preparing children for life:

At Whitegate End, we create **emotionally resilient children and staff** with a range of academic and life skills. We prepare our children for life, not only the next stages of their education, and provide them with the tools to be **lifelong learners**.

Everyone **belongs**. The environment we create for each other is **safe** and gives us the opportunity to challenge each other's thinking and **stand up for the things we feel passionate about**.

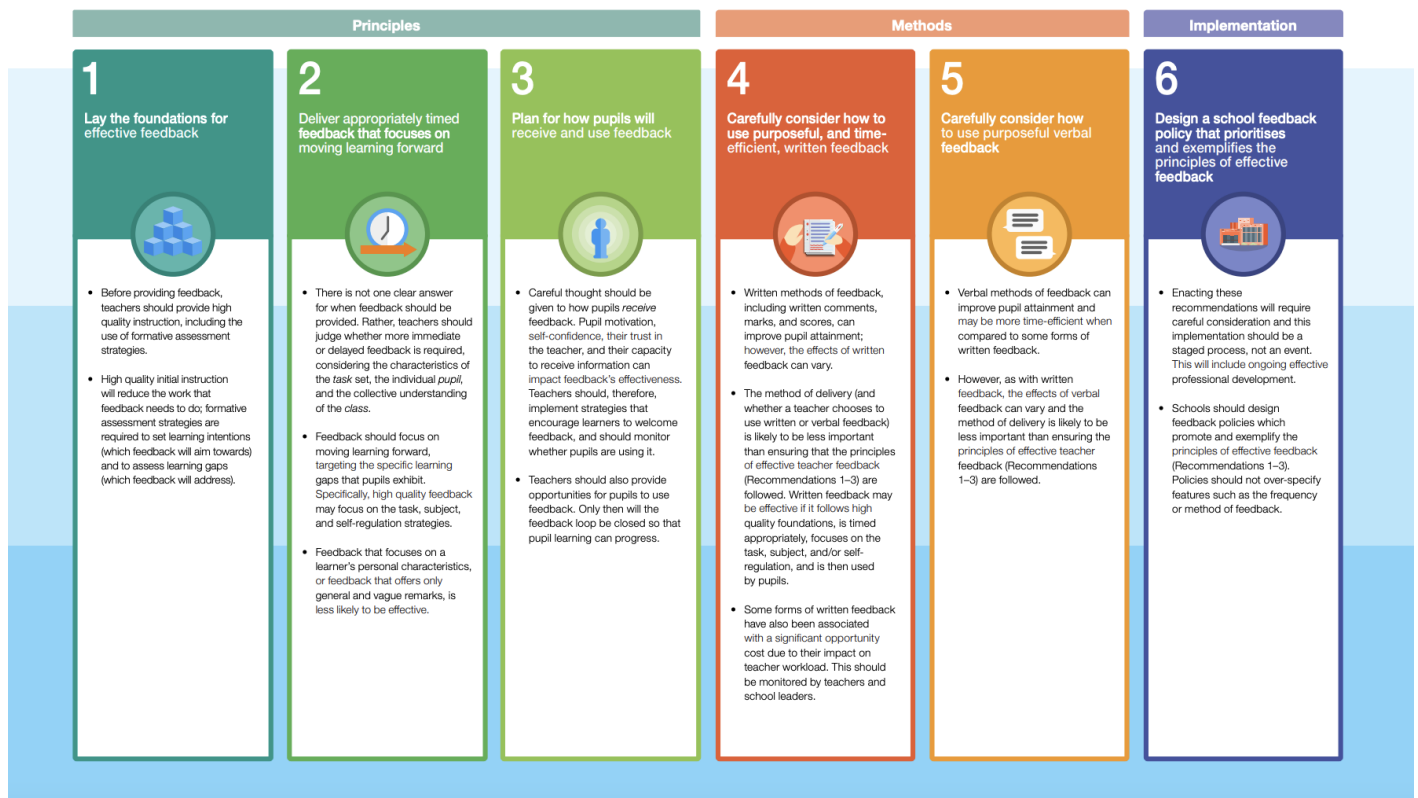
We **thrive** when we go out into the ever-changing world and are proud of the **memories** that we create together.

Through feedback we enable children's understanding and learning to progress and develop. This policy has been developed alongside staff and children and is informed by research including the EEF's 'Teacher Feedback To Improve Pupil Learning' guidance report:



### TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations



The EEF Teaching and Learning Toolkit defines feedback as “information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.”

Feedback is a part of the broader principle of Formative Assessment/Assessment for Learning. However, Wiliam has recently commented that both of these terms have become confused with strategies and that perhaps a better term is Responsive Teaching. Formative assessment: An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have made in the absence of that evidence (Dylan Wiliam, 2011).

### **What makes effective formative assessment and feedback to students?**

*Dylan Wiliam (2011/2018)*

Formative assessment is about finding out where learners are in their learning, finding out where they are going, and finding out how to get them there.

These processes can be grouped into the five key strategies of formative assessment below:

1. *Clarifying, sharing, and understanding learning intentions and criteria for success*
2. *Eliciting evidence of student learning*
3. *Providing feedback that moves learning forward*
4. *Activating learners as instructional resources for one another*
5. *Activating learners as the owners of their own learning*

This broader meaning, recently described as *Responsive Teaching* is further elaborated on by Hattie and Clarke (2019) and Fletcher-Wood H (2018) in their books. For effective formative assessment and then feedback to students to take place other elements of teaching need effective pedagogy e.g. sharing learning outcomes, presenting information, questioning.

### **Principles of Effective Feedback (to students) (Wiliam 2011)**

- Feedback should be more work for the recipient – it should cause thinking
- Feedback should be focused – less is often more
- Feedback should relate to the learning goals shared with students.

### **Factors That Affect Whether Feedback is Effective (summarised from Wiliam 2018)**

- Scores and Constructive Comments – giving scores with feedback causes an emotional response meaning feedback is not used effectively
- Praise - giving written praise had no effect on achievement.
- Timing - if feedback is given too early, before students have time to work on the task, then they will learn less from the feedback. Furthermore, feedback is only useful if it is given with enough time for the student to use the feedback to improve his or her work.
- Scaffolding – give just the minimum amount of support to help them solve the problem. Effective feedback should cause thinking.
- Action Oriented - feedback must outline a series of scaffolded steps to bring the learner to the desired goal.

At Whitegate End feedback is used to:

- Assess what a child has learned/understood.
- Highlight and celebrate success and what they need to do next to make progress and share this information with stakeholders.
- Inform future planning, intervention and homework.
- Give children the opportunity to revise and reflect on their work regularly.
- Activate children as a resource for each other
- Promote and encourage positive learning behaviours.

Teachers will continue to 'mark in the moment' but will not mark books as a whole class. Instead, a Whole Class Feedback approach will be taken to assess children's learning. This will be recorded in each class's Whole Class Feedback Book and will be used to inform planning and next steps.

### **Whole class feedback**

Whole class feedback does NOT mean one blanket task/outcome for all students. It also does not mean that the students' books are never looked at or written in.

#### **The method (Sherrington 2017):**

Take all your students' books in and read through the work that you want to give feedback on.

Instead of making marks in students' books, make notes on a sheet (see examples below). This will form the bases of your whole class feedback. Including the following:

- Common technical errors and misconceptions
- Common areas for improvement either in the substance of the work or the presentation
- Common spelling and grammatical errors
- Particular books that demonstrate excellence to share with the whole class
- Particular students who will need special attention

The following lesson, give the books back out and run through your comments. Give students redrafting tasks to address the common issues, check their spellings, search for the common errors and make immediate improvements in their books. This could also include reteaching a topic/idea as needed. It is NOT just correcting their answers. It may be re-drafting, writing another similar answer, completing more practise questions on a topic. A substantive amount of time needs to be given for this.

Show the examples of excellence and talk individually to the students who need special attention.

Ideally the key knowledge errors/spelling errors should be returned to further into the future in retest

### **'Zero Tolerance' Expectations:**

Taking pride in the work being completed is very important at Whitegate End. Zero Tolerance Expectations for children's work will be evident in all areas of learning. These are developed with the children at the beginning of each academic year and are based on the expectations set out in the previous year's learning.

### **Fix It Time:**

Adults provide regular opportunities for children to read and respond to comments and next steps identified in their work.

Adults respond to any work the children have addressed. It is the responsibility of the class teacher to monitor the progress of the pupils against the comments/next steps that they have identified to ensure that the same mistakes are not reoccurring.

## **KUNCU Time**

During assembly time (Monday to Thursday), teachers and support staff in Year 1-6 will identify children who they need to spend time completing pre-Learning or gap-filling activities with. These children will be identified via previous assessment in the Whole Class Feedback book. Children and groups may also be identified for additional sessions during KUNCU time as part of pupil progress meetings.

## **Supporting Research**

EEF (2021) Teacher Feedback To Improve Pupil Learning

EEF (2016) A marked improvement? A review on the evidence of written marking

Hattie J and Clarke S (2019) Visible Learning Feedback

Fletcher-Wood H (2018) Responsive Teaching: Cognitive Science and Formative Assessment in Practice

Wallace I and Kirkman L (2017) Best of the Best: Feedback

Sherrington T (2017) The Learning Rainforest

William D (2018) Embedded Formative Assessment (Second Edition)

Facer J (2019) Simplicity Rules

Southwark Teaching School Alliance (2018) Mark Less Mark Better

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>

<https://impact.chartered.college/article/fletcher-wood-guiding-student-improvement-without-individualfeedback/>

<https://impact.chartered.college/article/sealy-formative-assessment-learners-teachers/>

<https://www.tes.com/news/five-steps-better-modelling>

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<https://nutsaboutteaching.wordpress.com/2020/01/14/musings-on-feedback/>