

Feedback policy

Albany Academy

Approved by:	LGC	Date: Nov 2022
Last reviewed on:	Nov 2022	
Next review due by:	Nov 2025	

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Our Inside Out school improvement strategy makes clear that a fundamental element of effective teaching is the use of feedback to help children improve. This policy is based on the EEF recommendations for teacher feedback to improve learning.

Feedback is 'information given by a teacher to pupil(s) about their performance that aims to improve learning.'

Feedback is likely to be more effective if it is approached by adopting three fundamental principles:

1. careful groundwork before the feedback is given
2. providing well-timed information that focuses on improvement
3. taking into account how learners receive and use that information.

Feedback requires careful preparation because the quality of feedback that a teacher can provide depends on the quality of the evidence about learners' achievement.

The main role of feedback is to improve the learner, not the work. The idea is that, after feedback, students will be able to do better at some point in the future on tasks they have not yet attempted.

For feedback to be effective we need to create classrooms where students welcome and use feedback.

The policy follows the evidence based 6 steps from the EEF and provides a summary of what and how teachers will implement these steps.

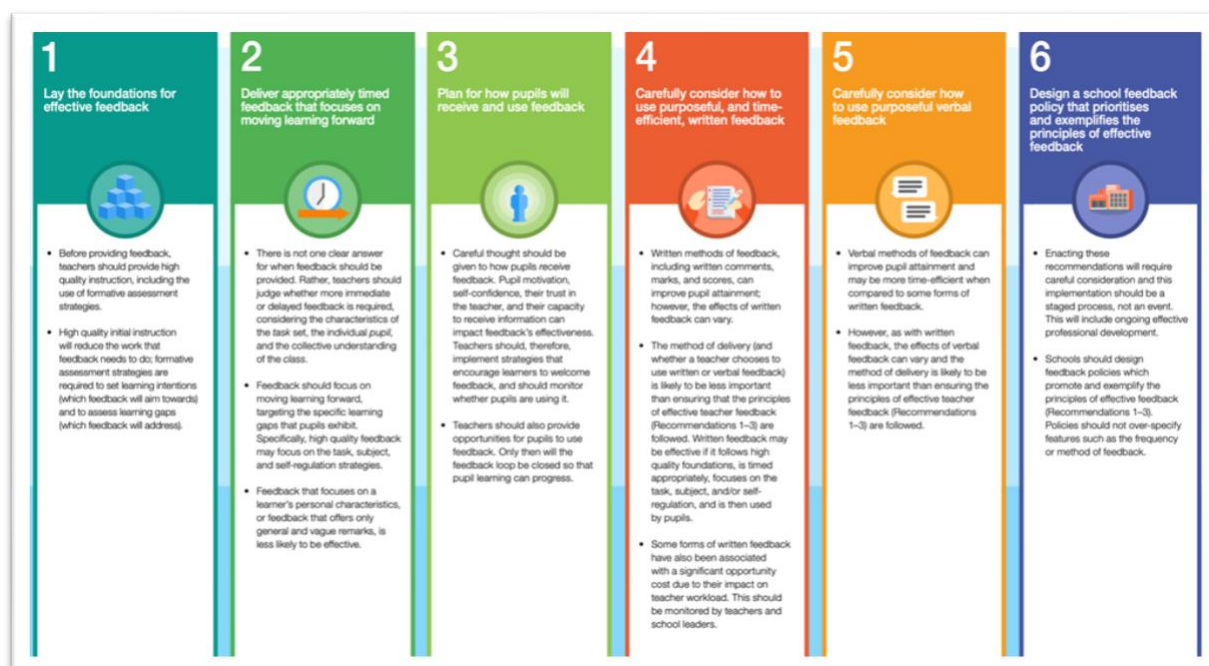


Figure 1 - EEF Recommendations for Feedback

Step 1 – Lay the foundation for effective feedback

Teachers will:

1. **provide high quality instruction.**

Good initial instruction will reduce the work that feedback needs to do. To do this, teachers will follow the principles of high-quality instruction:

- build on pupils' prior knowledge and experience;
- avoid overloading pupils' working memory by breaking down complex material into smaller steps;
- encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills;
- deliver a carefully sequenced curriculum which teaches essential concepts, knowledge, skills, and principles;
- use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations;
- are aware of common misconceptions and prepare strategies to counter them;
- plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning;
- adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all and
- provide pupils with tools and strategies to plan, monitor, and evaluate their learning.

[*Explaining and Modelling*](#)

2. Share learning intentions.

Establishing and sharing the learning intention provides the teacher and pupil with a shared understanding of the 'concept of quality' that they are aiming for. Feedback can then be used to move pupils towards this concept.

To do this teachers may:

- Improve intellectual confidence by discussing strengths and weaknesses
- Model work
- Discuss 'what not to do'
- Ask students to be creative by designing their own questions

[*Live Modelling*](#)
[*Success Criteria*](#)

3. Assess where a pupil's learning gaps are for a given task or skill.

This will allow teachers to provide feedback that targets weaknesses.

To do this teachers may use:

- Effective questioning;
- All student response systems, such as mini whiteboards and hinge questions
- Carefully designed tasks with feedback in mind.

[*Check for understanding*](#)
[*Show me boards*](#)

Step 2 – Deliver appropriately timed feedback that focuses on moving learning forward

Teachers will:

1. Decide on the timing of their feedback

Evidence about the timing of feedback is inconclusive. Teachers will decide on the appropriate time of feedback. They will do this based on:

- **The task** (Some tasks may give feedback themselves so immediate feedback may not be necessary.)
- **The student** (Some pupils may benefit from more immediate feedback whereas others could improve as a result of delaying feedback.)
- **The class** (Upon setting a task, a teacher may notice early on that a particular misconception has arisen across a large proportion of the class.)

2. Provide feedback that moves learning forward.

Feedback should focus on moving *learning* forward, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves.

High quality feedback can focus on:

- the task (its outcome and advice on how to improve when doing that specific type of task),
- the subject (and the underlying processes within that subject),
- self-regulation strategies (how pupils plan, monitor, and evaluate their work).

Feedback should not focus on the child's personal characteristics.

[Feedback that moves forward](#)

Teachers may provide marks or grades as appropriate but need to consider step 3 when they do. They should also ensure that marks or grades are provided with feedback that focusses on moving leaning forward.

Step 3 – Plan for how pupils will receive and use feedback

For feedback to be effective, students need to respond to the feedback.

Factors that may influence a pupil's use of feedback include:

- Pupil resilience, agility and desire for feedback;
- Self-confidence and self-concept;
- Trust in the teacher; and
- Working memory.
- Time to respond to the feedback

To help prepare students to receive and use feedback Teachers should:

1. Prepare students for feedback.

- Discussing the purpose of feedback
- Modelling the use of feedback
- Providing clear, concise, and focused feedback
- Ensuring pupils understand the feedback given

2. Provide time and strategies for students to use feedback

They may do this by:

- Detective activities.
- Class discussion of feedback.
- 'Three questions'.
- Correcting errors and editing work.
- Completing similar problems with feedback in mind.
- Redrafting

Teachers should also use the assessment and feedback to reflect on the next topic and next year's work and make changes based on the misconceptions which have arisen.

Assessment for Student Agency
Redrafting
Class discussion

Step 4 - Carefully consider how to use purposeful, and time- efficient, written feedback

Written feedback can be time consuming and affect the timing of feedback (step 2). It is usually far better for teachers to assess in class and provide brief, precise feedback during the lesson or the following lesson than providing extensive comments a week after the task has been completed.

Teachers will decide when to use written feedback and the method of written feedback based on steps 1, 2 and 3 above.

Appropriate written feedback includes:

- Live feedback in the lesson
- Use of codes to simplify and speed up written feedback
- Student self-regulation, strategy planning and redrafting before feedback from the teacher
- Peer comments which follow steps 1, 2 and 3 above.

Ticks, marks and extended written comments are not expected in exercise books.

[Selective marking](#)
[Spot your mistakes](#)

Step 5 - Carefully consider how to use purposeful verbal feedback

Verbal feedback is effective because of the flexibility of the timing (step 2). However, verbal feedback needs to be as rigorous, well planned and considered as written feedback. Any verbal feedback should follow steps 1, 2 and 3 above.

Teachers will decide when to use verbal feedback and the method of verbal feedback based on steps 1, 2 and 3 above.

Appropriate verbal feedback includes:

- Targeting verbal feedback at the learning intentions.
- 'Action points'
- Verbal feedback using a visualiser.

Teachers are not expected to record verbal feedback in exercise books

Role of Leaders

Faculty Leaders and seconds in Faculty will:

1. Support, coach and mentor teachers in effective use of feedback
2. Share best practice across the faculty on effective use of feedback
3. Agree the best strategies for their subjects
4. Ensure that the development of feedback is coherently aligned with curriculum development.

Senior Leaders will:

1. Support Faculty Leaders and teachers in developing their feedback and provide training for them to use feedback techniques effectively.
2. Monitor the quality of delivery and the impact of literacy teaching.
3. Report on the impact of this policy to Local Governors.
4. Update this policy to reflect latest evidence and best practice.

Further Reading

[EEF Teacher Feedback to Improve Pupil Learning](#)

Fletcher-Wood H, 2018 *Responsive Teaching: Cognitive Science and Formative Assessment in Practice*

William D, 2017 *Embedded Formative Assessment: (Strategies for Classroom Assessment That Drives Student Engagement and Learning)*