

Sefton Park Infant & Junior Schools

Feedback and Responding Policy

Rationale

We see incisive feedback and responding as a key part of the process of seeking and interpreting evidence, for use by learners and their teachers to decide where the learners are in their learning, where they need to go next and how best to get there.

We believe that feedback is crucial in raising rates of progress and attainment, and acknowledge its power to motivate or demoralise children. We believe that effective feedback is a two way dialogue. This dialogue enables children to recognise their future learning needs and empowers them to take effective action.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation, whose research indicates that effective feedback should:

- Redirect or refocus either the teachers 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

At Sefton Park we believe that the sole focus of feedback should be to further children's learning.

Aims

- Create a culture of success backed by a belief that all children can achieve.
- Ensure that where possible, feedback is delivered closest to the point of action as it is the most effective.
- Give children ownership of, and access to, the feedback of their work.
- Provide feedback on effort, with direct reference to strategies used by the child as well as achievement.
- Further develop children's self assessment skills.
- Celebrate successes, and give clear strategies for making improvements.
- Promote the value of errors as part of the learning process.
- Provide high quality, strategically placed written feedback where appropriate, acknowledging the potentially detrimental power of negative written feedback.

Expectations

- Feedback will be appropriate and accessible to each individual child and context. When written feedback has been used this will be read to the child where appropriate.
- Time will be allocated in order for the children to have opportunities to respond to feedback. This may be in the form of a written comment or through dialogue.

- Children will be expected to make self-evaluation comments on their learning. Opportunities will be provided by teachers in order to facilitate this.
- Coding systems may be developed in order to make information accessible to the child. (See English and Maths Feedback guidelines.)

Feedback in Practice

Building on the work of the Assessment Commission, we have set out how feedback is given in three ways (in order of decreasing importance):

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Gathering of feedback during lesson including mini-whiteboards, book looks, etc • May take place in lessons with individuals or small groups. • Often given verbally for immediate action • May involve teaching assistant to provide support or challenge • May redirect focus of the teaching or the task • Often involves questioning • May include annotations according to subject specific codes. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotation/feedback codes • Improvement evident in books through editing or further work.
Summary	<ul style="list-style-type: none"> • Takes place at the end of the lesson/period of learning. • Often involves groups or whole class • Provides an opportunity for evaluation of learning from the lesson • May take form of self or peer assessment against a set of agreed criteria 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Self and peer assessment • May affect planning and direction of sequence of lessons.
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments for the child to respond to. • Provides opportunities for teachers to assess understanding 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate actions • Moderation of children's work

Coding Systems

Coding systems will be utilised where appropriate to enhance feedback opportunities.

English

See English Feedback Guidelines and appendices.

Maths

- Correct work will be ticked and a comment added if appropriate.
- Work to be discussed or checked will be marked with a dot. Crosses will not be used.
- Distinctions will be made between slips (inaccuracies) and misconceptions. Inaccuracy will be flagged up and the child may be asked to carry out a further example accurately, or to correct one or more of their mistakes.
- Where the incorrect work displays a misconception, rather than inaccuracy, follow up may involve discrete teaching within the lesson or pre-teaching before the child is expected to undertake subsequent independent work. Where appropriate it may also be provided through annotating the work to demonstrate the correct method, and an extension question which enables the child to demonstrate their subsequent understanding.
- Positive feedback will be provided on workings shown and errors evolving from children taking steps to move their learning forward, including attempting work which proves to over-challenge them.
- Children will be taught skills in selecting the correct level of challenge, and provided with opportunities to put these skills into practice where appropriate. It is the role of the teacher to teach these skills and to ensure that children are provided with an appropriate level of challenge.

Other Subjects

Feedback will be aligned to the aims and expectations as set out in this policy.

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