

# Feedback Policy

## An Daras Multi Academy Trust

The An Daras Multi Academy Trust (ADMAT) Company

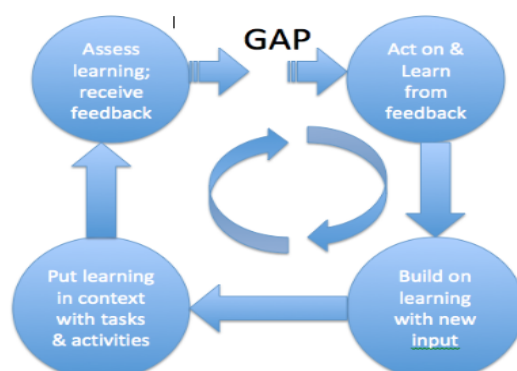
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## Feedback Policy



**1. Aim: The focus of feedback is to close the gap. It is integral to the assessment cycle of Plan/ Do/ Review (Plan/ Teach/ Assess).** Effective feedback aims to answer three questions asked by teacher / pupil:

- Where am I going? (What are the goals?)
- How am I doing? (What progress is being made toward the goal?)
- Where to next? (What activities need to be undertaken to make better progress?- breadth and depth)

An Daras Trust has given consideration to the DFE Workload Review (2018). An Daras Trust has reviewed this Policy to ensure that its processes are manageable whilst retaining the core principle that children have quality and timely feedback on their learning.

**2. Processes:** A variety of feedback methods should be used. Feedback needs to be specific to the close the gap in learning or provide feedback on the next step.

- I. **Verbal Feedback** (Appendix Six). Teachers' use well considered intervention within the lesson to prompt deeper thinking and swiftly address misconceptions. Effective questioning is used to clarify or refocus learning, as well as checkpoints and lesson adjustments. Verbal feedback can be given 1:1 with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process. The success criteria must be made clear and displayed.
- II. **'Light' marking** using some feedback codes during verbal feedback. This is where success is recognised but clear feedback on next steps or further extension is made clear as a group.
- III. **Developmental Marking**, using the feedback codes, in which incisive feedback is given to the pupil and response from the pupil is required, through editing. Detailed written dialogue after a piece of learning is not required. AfL notes should be made on planning.
- IV. **Self-assessment and peer assessment** should take place throughout the learning process. Pupils will be directed to identify their own gaps in learning as well as identify their successes and pupils may need to provide prove it examples.
- V. **Pupils** are actively encouraged to 'mark' their own learning based on modelled examples or guiding feedback processes from the teacher. Pupils can provide feed forward to the teacher as verbal feedback to inform the planning, teaching assessment cycle.

**3. Procedures for Feedback:** Teachers feedback on the success of the Learning Intention and Success Criteria.

- Teachers will assess pupils' prior learning before teaching new learning to identify the correct starting point. Teachers will use this feedback to inform the learning sequence drawing upon the Model of Learning (Appendix Five).

- Teachers use a coloured pen to indicate if the Learning Intention has been met and a different colour pen to provide written feedback (Appendix One). All learning is assumed to be independent unless otherwise stated.
- The choice of feedback provided will be dependent on the learner stage and feedback level (Appendix Four).
- All written feedback is to be done in a clear legible hand aligned to the school handwriting script. Individual School Based Editing Codes will be used (Appendix Three).
- All pupils must receive regular feedback on their learning. Evidence of 'light' feedback by the classroom adults should be clear in learning books. There should be evidence of some specific coding feedback within learning as appropriate.
- When giving verbal feedback (VF) it should link to a focus point personal to the child's learning.
- Where appropriate, feedback comments may require a response by the pupil, at an appropriate level of challenge, and must be completed by pupils.
- Schools should have a Learning label (Appendix Two) to make clear the Learning Intentions and Success criteria. This will be used in most subjects. The Learning Intentions and Success criteria will always be displayed or verbally shared. Feedback needs to be provided either through pupil 'marking' or teacher assessment. To encourage independence older pupils may write the Learning Intentions and Success Criteria.
- All teachers need to provide feedback/ 'light' marking of homework as requested by parents.

**6. Equality of Opportunity:** Effective verbal and written feedback must be accessible to all pupils and reflect their individual abilities.

**7. Monitoring and Evaluation:** Monitoring of the policy will be carried out through learning monitoring led by the SLT lead. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

**Appendix One:** Schools will have their own 'Feedback Codes'. These must be displayed in the classroom for pupils and all adults. Schools must apply these consistently. An example below.

LI Learning Intention	S The specific level of support is noted.
SC Success Criteria	VF Verbal feedback (with a focus point)
Green dot – Used to indicate incorrect answers in Maths.	Pink ticks for Maths/ Pink Underlined words– Indicate accurate learning.

**Appendix Two:**

Schools will require pupils to self and peer assess their learning. They may use a scale such as:  
*Self-assessment Criteria: Child to circle appropriate number (1 – needed support, 2 - achieved the SC, 3 - achieved above the success criteria, drawing upon learning beyond the lesson, making connections)*

Children are encouraged to be active participants in generating the success criteria in all learning sessions. The teacher will record the co-constructed criteria and display to the class. In English lessons, children will record their own success criteria for a sequence of writing using the class model and record their own personal goals. This should be used in cross-curricular writing. Example format:

Learning Focus:	e.g. Elicitation/ Innovation/ Invention/ Distance	
Success Criteria	Prove it	Self/ Peer Assessment
To . .		
To . .		

**Appendix Three:** Schools will have their own Editing codes to be used by pupil and teacher. Here is an Editing Codes Example.

//	Start new paragraph
sp – written in the margin	Check your spelling
Wriggly line	Written under a word to improve the word / word choice
Straight line	Written under the word to show the incorrect spelling
^	Word omitted
P – written in the margin	Check your punctuation
Circle	For capital or not

In line with assessment, in the early stages of an English ‘Unit’ feedback is required directly within pupils writing. However, as writing is more independent feedback codes are only required in the margin. During an Elicitation or Distance task general feedback is only recorded at the end of the learning e.g. check your punctuation.

**Appendix Four: Matrix of Feedback for Learning**

A Matrix of Feedback for Learning

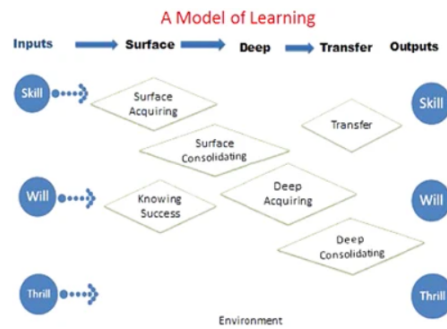
Learner Stage	Feedback Level	Feeding Up: Where am I going?	Feeding Back: How am I going?	Feeding Forward: What do I have to do next?
Novice	Task	<b>Feeding Up Prompts:</b> <input type="checkbox"/> Today we are learning... <input type="checkbox"/> Success in this task will look like... (exemplar/model) <input type="checkbox"/> The key criteria for success are... <input type="checkbox"/> We are looking for...  <b>Feedback Strategies</b> <input type="checkbox"/> Reduce complexity <input type="checkbox"/> Use exemplars/models <input type="checkbox"/> Identify misconceptions <input type="checkbox"/> Use diagnostic assessment for goal setting	<b>Feedback Prompts:</b> <input type="checkbox"/> You <i>have/haven't</i> met the learning intention by... <input type="checkbox"/> You <i>have/haven't</i> met the success criteria by... <input type="checkbox"/> Your answer/work is/isn't what we are looking for because...  <b>Feedback Strategies</b> <input type="checkbox"/> Avoid over emphasis of error analysis <input type="checkbox"/> Feedback must be immediate <input type="checkbox"/> Match feedback to success criteria	<b>Feed Forward Prompts:</b> <input type="checkbox"/> To fully meet the learning intention you could... <input type="checkbox"/> Addressing the following success criteria would improve your work... <input type="checkbox"/> Adding/removing ____ would improve your work.  <b>Feed Forward Strategies</b> <input type="checkbox"/> Use language from the success criteria <input type="checkbox"/> Use scaffolding <input type="checkbox"/> Feed Forward must be timely <input type="checkbox"/> Use challenge <input type="checkbox"/> Refer to goals
	Process	<b>Feeding Up Prompts:</b> <input type="checkbox"/> The key ideas/concepts in this task are... <input type="checkbox"/> These ideas/concepts are related by... <input type="checkbox"/> Key questions you could ask about this task are... <input type="checkbox"/> Skills you will need in this task are... <input type="checkbox"/> Strategies you will need in this task are...  <b>Feeding Up Strategies</b> <input type="checkbox"/> Use graphical organisers <input type="checkbox"/> Reduce scaffolding <input type="checkbox"/> Increase complexity <input type="checkbox"/> Use mastery goals	<b>Feedback Prompts:</b> <input type="checkbox"/> Your understanding of the ideas/concepts within this task is... <input type="checkbox"/> Your thinking about this task is... <input type="checkbox"/> You demonstrated ____ skills to a ____ level. <input type="checkbox"/> You used ____ strategies to a ____ level.  <b>Feedback Strategies</b> <input type="checkbox"/> Feedback amount can start to increase <input type="checkbox"/> Feedback complexity can increase <input type="checkbox"/> Use prompts or cues	<b>Feed Forward Prompts:</b> <input type="checkbox"/> You could improve your understanding of ____ concepts by... <input type="checkbox"/> Thinking further about ____ could improve your work by... <input type="checkbox"/> You could improve your ____ skills by...  <b>Feed Forward Strategies</b> <input type="checkbox"/> Feed Forward amount can start to increase <input type="checkbox"/> Feed Forward complexity can increase <input type="checkbox"/> Use prompts or cues <input type="checkbox"/> Use challenge
	Self-Regulatory	<b>Feeding Up Prompts:</b> <input type="checkbox"/> How will you use the learning intention? <input type="checkbox"/> How could you use the success criteria? <input type="checkbox"/> Which other ways could you monitor your work?  <b>Feeding Up Strategies:</b> <input type="checkbox"/> Reduce emphasis of exemplars <input type="checkbox"/> Mastery and performance goals	<b>Feedback Prompts:</b> <input type="checkbox"/> Are you on track with your work? <input type="checkbox"/> How do you know? <input type="checkbox"/> To which level are you satisfying the success criteria? <input type="checkbox"/> Are you on track to achieving your goal? <input type="checkbox"/> How do you know?  <b>Feedback Strategies:</b> <input type="checkbox"/> Delay feedback <input type="checkbox"/> May only require verification feedback	<b>Feed Forward Prompts:</b> <input type="checkbox"/> How could you deepen your understandings? <input type="checkbox"/> How could you improve your work? <input type="checkbox"/> What is the next step for your learning? <input type="checkbox"/> How do you know?  <b>Feed Forward Strategies:</b> <input type="checkbox"/> Delay feedback <input type="checkbox"/> Reduce teacher reliance <input type="checkbox"/> Develop self-regulated learners

Brooks, C., Carroll, A., Gilles, R.M., & Hattie, J. (2019). A Matrix of Feedback for Learning. *Australian Journal of Teacher Education*, 44(4)

**Appendix Five:** Hattie & Donoghue (2016) Learning strategies: a synthesis and conceptual model.

## Figure 1

From: [Learning strategies: a synthesis and conceptual model](#)



A model of learning.

npj Science of Learning (npj Sci. Learn.) | ISSN 2056-7936 (online)

**Appendix Six:** Examples of Feedback strategies during the learning lessons to inform planning.

### Writing

**Start with the assumption that no pupil actually needs much help to edit their work, aside from the scaffolding and modelling you've already done in the lesson.**

1. After a lesson, look through the class's work and note down any common mistakes or misunderstandings
2. At the start of the next lesson, show an example of a piece of 'good learning' completed by a pupil
3. Highlight the 'good aspects' of the work to the whole class
4. Next, show an (anonymised) piece of learning that needs some improvement
5. Correct mistakes and make changes in front of the class
6. Instruct the class to spend time working in mixed-ability pairs to proofread their work and make edits as necessary. Proofreading should focus on spelling, punctuation and grammar
7. Then, instruct the class to work on editing or redrafting their work. This focuses more on the content and style of the piece

*For pupils who need more help:*

- Use prompts, so that the pupil knows to focus on a specific area
- If they need even more help, highlight a specific section to help them find the error
- Pointing out errors should be a last resort and only done when a pupil is really struggling

*Ideas for changing and adapting the approach:*

- Instead of point 7, pupils may work in groups to proofread a typed-up piece of work
- For younger pupils or those who need more help, ask a teaching assistant to provide a piece of work (which isn't the pupil's own) with one type of error for them to fix
- For more able pupils, provide an additional pointer during the editing stage, such as 'think about which other words could be used to describe X', for example

### Maths

1. In lessons, encourage pupils to check their learning every 5 questions or so
2. Use a visualiser/ smartboard to model ways of checking that lesson's problems; for example, show pupils to add numbers in a different order to check their addition
3. Use a '3 before me' system for struggling pupils: first they try to fix their mistake, then they ask a peer, then a group of their peers, and then finally they ask an adult
4. Display prompts at the start of the lesson, which include questions to help pupils find their mistake
5. As with writing, look through the class's work after the lesson and note down any common mistakes or misunderstandings
6. Go through 'good' and (anonymised) bad examples in front of the class
7. Redrafting in math. Correct mistakes, but ask pupils to do the same problem again in a different way, or to try the steps in a different order