

Feedback Policy 2022

Our school feedback policy is underpinned by

- The four purposes
- The school's learning powers
- Effective classroom discussions
- Quality learning objectives and success criteria

A feedback culture that promotes self-efficacy

Self-efficacy is the belief in one's ability to succeed in achieving an outcome or reaching a goal. This belief, specific to a task or an area of knowledge or performance, shapes the behaviours and strategies that help one pursue their goal. When a pupil has high self-efficacy, they have confidence in their ability, a sense of control over their motivation, and they can self-advocate for their needs.

Research suggests that self-efficacy can boost student achievement, foster emotional health and well-being, and serve as a valid predictor of motivation and learning. Studies also have shown that students with high levels of self-efficacy participate more in class, work harder, persist longer, and have fewer adverse emotional reactions when encountering difficulties than students with lower self-efficacy.

What the research says (John Hattie and Shirley Clarke)

"The major message seems to be that pupils, regardless of achievement level, prefer teachers to provide more feedback that is forward looking, related to the success of the lesson, and 'just in time' and 'just for me', 'about my work' (and not about me)"

"It is not sufficient simply to tell a pupil where they have gone wrong – misconceptions need to be explained and improvements for future work suggested"

"The mistake I made was seeing feedback as something teachers provide to pupils. I discovered that feedback is more powerful when it is from the pupil to the teacher. What they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can be synchronized and powerful. Feedback to teachers makes learning visible."

Assessment capable learners	1.44
Explicit success criteria	.77
Errors as learning opportunities	.72
Classroom discussion	.82
Teacher/student relationship	.75
Feedback	.72
Meta-cognitive strategies	.69

*An effect of 0.4 would amount to a year's progress in a year

"Ego-related praise can undermine resilience, as it sends messages that it is the student rather than his or her involvement and persistence in learning that determines success."

69% of pupils prefer praise to be private, 17% prefer no praise, 'probably because most praise is given to teacher perceived low achievers and most criticism to higher achievers.'

Purpose of feedback

In constructing this policy, the school has considered the following factors:

- Why has work been marked?
- Who is it for?
- Can the child access the feedback given?
- How does it promote learning?
- Has it been effective?
- Have children responded appropriately?
- Is the marking necessary?

Why is feedback important?

- It gives meaningful feedback to the child
- When done well, it maximises learning potential
- Child is at the centre of the learning
- Helps children learn how to be the best learners they can be
- Informs planning by highlighting areas for development, enabling the child to make clear improvements
- Is integral to the planning of future lessons and informs progress assessment
- Facilitates and improves communication between learners, teachers and teaching assistants

What should feedback look like in the classroom?

- Dialogue – everyone talking about their learning and next step improvements
- Learning continually being evaluated and adapted
- Ongoing observations of children
- Children clear about where they are now, where they need to get to and most crucially, how to close the gap between the two
- Children as active learners
- Questioning between pupils and adults
- Regular learning conversations within lesson with individuals, groups and whole class
- Children developing an understanding of what quality learning looks like
- Ongoing modelling or and coaching in self and peer assessment

Methods of feedback

Verbal with written

Verbal feedback is the most effective form of feedback in helping pupils to understand where they have succeeded and what they must do to improve. Green and pink highlighters can be used to support this.

The quality of feedback is crucial: using higher order questioning, modelling and exemplification will enable the pupils to immediately experiment with, develop and implement the changes.

Pupils will be able to articulate how they can or have improved a piece of learning or apply it to another piece. There is no need to make a note of when verbal feedback is given.

Written marking notes

Where written feedback is given, it should be recorded in a way that is suited to the attainment level of the pupil to ensure that they have full comprehension of its meaning. Time must always be factored into lesson for the child to

read and respond to the comments – if comments are not read by the pupils, there is no purpose for them at all, unless they are intended for another adult who would find them useful.

If comments are followed by verbal feedback and explanation, its benefits can be enhanced.

Child led feedback

The following forms of child-led feedback are vital. In every class, however, these types of feedback must be explicitly taught, reviewed and become an integral part of the learning process.

Self-marking

Completed within lessons, self-marking provides children with immediate feedback enabling them to correct work, check methodology, seek advice or support and make improvements while the objective and process are relevant. Marking their own work allows time to reflect upon their progress towards achieving the learning outcomes. For effective self-review to take place, pupils should review their work against the success criteria.

Peer feedback

This is an enriching experience because it can allow pupils to identify errors, collaborate on improvements, develop their ability to self-regulate, monitor own mistakes and initiate their own corrective measures and strategies.

Green pens

Where appropriate, children respond to all types of feedback by improving their work, indicated by use of the 'green pen' (gwyrdd gwella). They are also encouraged to use a green pen to edit their work, to highlight the importance of the processes involved.

When making co-operative improvements the author always holds the pen and makes the decision. One book on top of each other.

Post-lesson feedback

Feedback should always be more work for the recipient than the donor. Post-lesson feedback can be used if a pupil has not had feedback during the lesson. This must be shared with the pupil as soon as possible.

Notes can be made to give whole class feedback discussing what went well and what could be improved upon. This can be shared with the whole class or individuals.

Reducing out of lesson feedback releases time for quality planning and resourcing lessons.

Appendix 1 - Feedback and progress within sessions

All lessons have clear learning objectives - BYDSI

Success Criteria – Meini Prawf Llew Llwyddiant

- Look at good/not so good examples to co-construct (age appropriate)
- Clarity of expectations
- Referenced throughout the session
- Discussed thoroughly in any plenaries (mini or end of session)

High level of pupil involvement in all of the above

How do we ensure pupils remember success criteria?

Verbally – how many can you say, remind your partner, devise acronyms, pit-stops, Teacher/TA check-ins.

Scaffolding – checklists (whiteboard or table-top), highlighted examples, working wall, iPad recording, key pupils.

Pit-stops:

- After ? minutes: check if you have used at least 3 wow words (SC). Add any missing in green/pencil.
- After ? minutes: check if your partner has used at least 3 different sentence openers (SC). If not help them to add anything missing in green/pencil.
- Celebrate 'magnificent mistakes'
- After ? minutes: check for SPGH against class expectations

Errors v mistakes:

Pupils should self-check for mistakes.

If it is a mistake, it should be identified as incorrect (green), but correct answer should not be provided. Pupil should correct themselves.

Where errors result from underlying misunderstanding or lack of knowledge, the concept needs to be ignored, or taught.

Re-drafting and editing

Pupils make changes responding to teacher/pupil feedback in green/pencil

Section of work can be highlighted for re-drafting against the success criteria. Teacher needs to inform pupil of where, what and how.

Example:

Where – green box around work

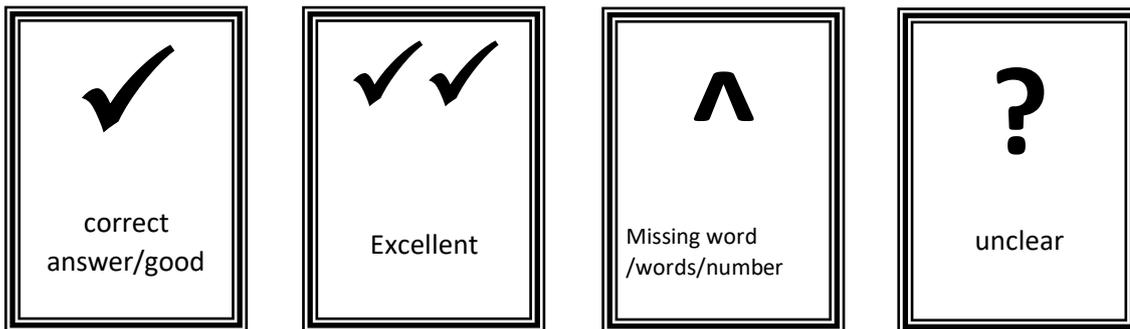
What and how – use word wall to add 2 similes

Appendix 2 – Differentiation codes

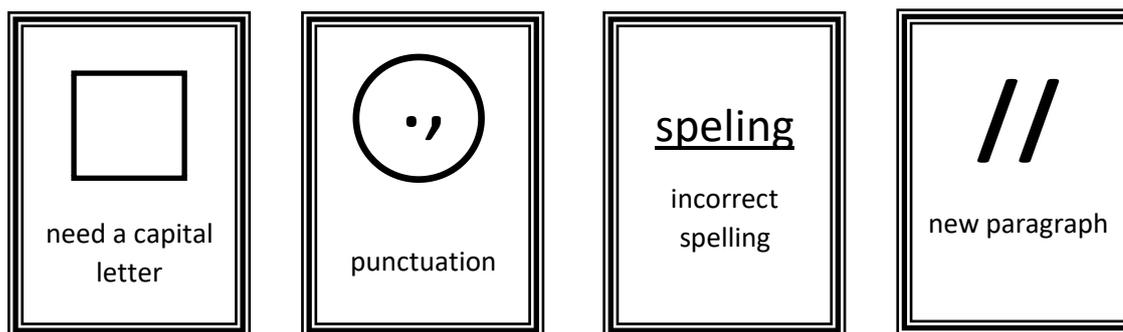
Codau Gwahaniaethu Ysgol Porth y Felin	
I	Independent
G	Group work
P	Pair work
WS	With adult support
WM	Word mat/word wall
WF	Writing frame
NS	Number square
NL	Number line

Appendix 3 – Written feedback symbols

General



Language/Literacy



Mathematics/Numeracy

