

Whyteleaf School

Feedback Policy

Aim High • Be Independent • Enjoy Yourself



Whyteleaf's feedback policy is based on the following guiding principles:

- Everything we do is child focussed.
- Feedback is at its most effective at the point of learning.
- High quality feedback is essential in improving outcomes for pupils.
- High quality feedback can take place in a variety of ways.
- Regular feedback is essential in providing next steps to children based on high quality understanding of prior knowledge and achievement.
- Feedback should be meaningful, manageable and motivating.

For the purposes of this policy our definition of meaningful, manageable and motivating is largely based on the definition from 'Eliminating unnecessary workload around marking', DfE, March 2016

Meaningful: feedback varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: feedback should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

The policy was written taking into consideration the following points of reference:

- What we know about how the children at Whyteleaf learn best
- What pupils deserve and expect from teacher feedback
- The DfE published Report of the Independent Teacher Workload Review Group "Eliminating unnecessary workload around marking"
- The Education Endowment Fund research paper "A marked improvement; a review of the evidence on written marking".

Feedback at Whyteleafe:

- ❖ Is often provided on the same day or next day to inform pupils efficiently and with time to respond. However, for longer tasks in-depth feedback may be provided over several days with several different foci.
- ❖ Verbal feedback to pupils takes place either in the lesson or as part of a same day intervention.
- ❖ Is often written feedback in books, however where pupils have worked with an adult during the lesson we do not 'double mark' by writing a summary of the conversation.
- ❖ May consist of teacher modelling on board to individual, groups or whole classes.
- ❖ Is designed to clarify understanding, address misconceptions and move learning forward.
- ❖ Is always specific and purposeful.
- ❖ Can provide specific praise and next steps.
- ❖ Is underpinned by a clear, skill based, small step learning objective. Is related to the learning objective and success criteria or repeated errors.
- ❖ Regularly includes opportunities for self and peer feedback.
- ❖ Is personalised to the child.
- ❖ Guides pupils to reflect on their learning and encourages children to correct their own mistakes.
- ❖ Is responded to by pupils. This may be in writing, verbal feedback or through improvements in subsequent tasks, understanding and learning.
- ❖ May take the form of a question, instruction to redo a task or part of a task or provision of a new question to deepen understanding.
- ❖ Refers to the learning objective and the extent which it has been met.
- ❖ Regularly includes opportunities for self and peer marking of work.
- ❖ Is used to plan a sequence of lessons and an individual's or group's next steps.

Review date: July 2019