

Introduction

At Dukesgate Academy, we recognise the importance of feedback as an integral part of the teaching and learning cycle. We are mindful of the growing body of research surrounding effective feedback and the workload implications of written marking as well as research from cognitive science regarding the fragility of new learning.

We aim to maximise the effectiveness of feedback in our practice.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

Research shows that effective feedback should:

- Redirect or refocus either the teacher's 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.
- Put the onus on the students to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

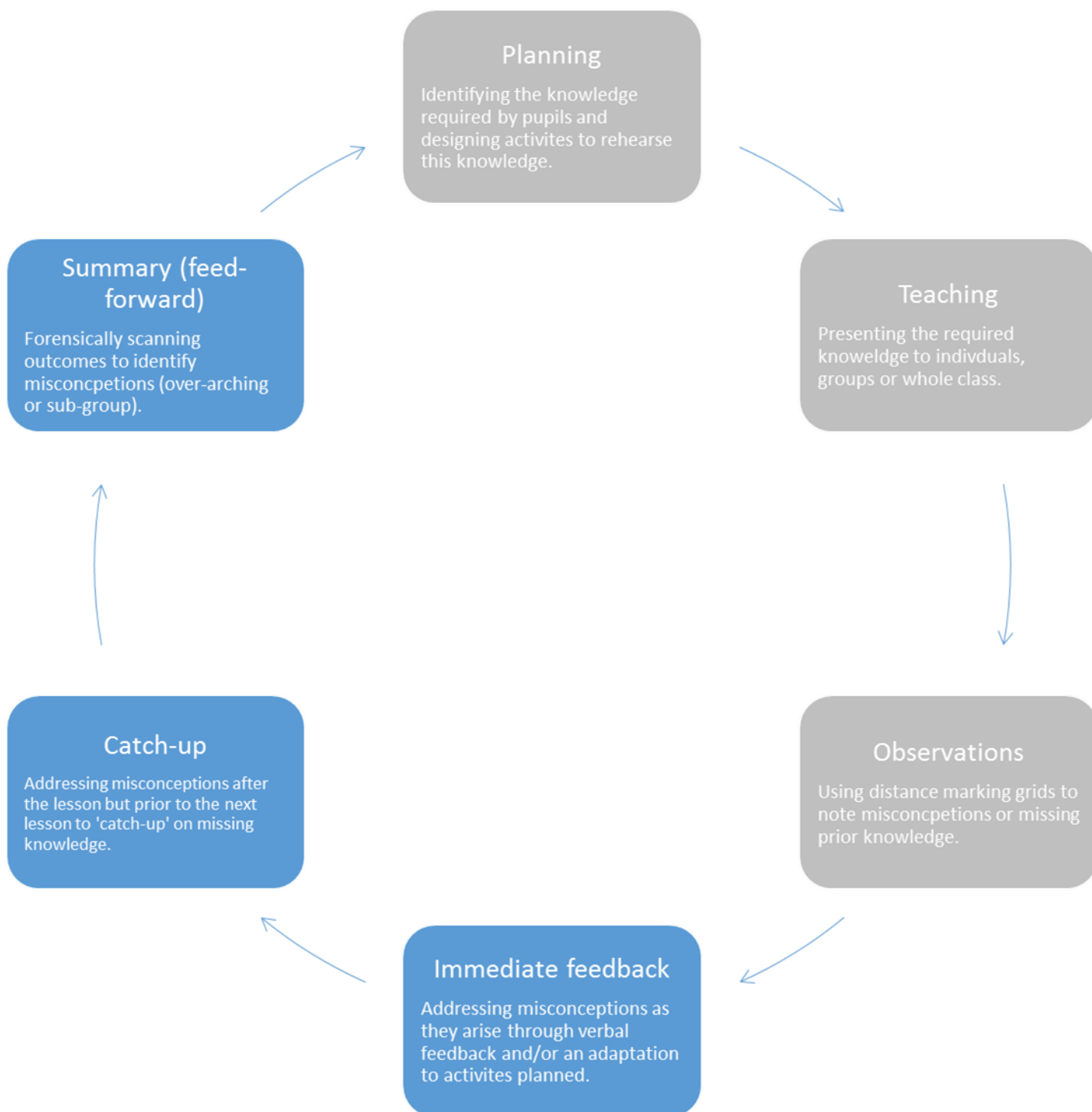
Purpose of feedback:

The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil (e.g., making corrections to spellings, punctuation or elements of grammar).

Our feedback cycle:

Our feedback cycle aims to make use of good practice approaches (EEF toolkit; DfE 2016) to ensure that children are provided with timely and purposeful feedback that furthers their learning. Our cycle enables teachers to gather assessments that enable them to adjust their teaching both within and across a sequence of lessons.

It is vital that teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:



Progression of feedback:

While the purpose of feedback remains consistent across all years at Dukesgate Academy, the type of feedback given will vary depending on the age of the children. In particular, feedback given in EYFS and Key Stage One is prominently immediate, verbal feedback. When working with very young children, feedback given later in time has little or no impact.

The importance of editing in our feedback cycle:

“Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils’ responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.” (DfE, 2016).

It is vital that opportunities for editing are planned within a unit. Such opportunities allow children to reflect on their own knowledge and make corrections or improvements when cognitive load is reduced e.g., number formation is the sole focus. For editing to be successful it must be focused by success criteria or knowledge organisers.

How we give feedback:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Takes place during a lesson with individuals, groups or the whole class. • Includes the teacher and/or teaching assistant gathering assessments from their teaching e.g., whiteboard work, book work, verbal answers. • Often given verbally to pupils for immediate actions. • Praises effort and contributions. • May involve the use of a teaching assistant to provide support or further challenge. • May re-direct the focus of teaching or the task. 	Lesson observations; learning walks.
Responsive (catch-up)	<ul style="list-style-type: none"> • Takes place after the lesson or activity with individuals or groups. • Re-addresses knowledge from the lesson or activity or addresses missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • Will usually be delivered by a teaching assistant based on guidance from the teacher. • An element of the child’s responses to catch-up are recorded in their workbooks to show progress over time. 	Learning walks; catch-up observations; feedback grids; book looks.
Summary (feed-forward)	<ul style="list-style-type: none"> • Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the whole class or sub-groups • Takes place during the following lesson. • Addresses over-arching strengths and misconceptions as well as specific misconceptions for the sub-groups • Involves allocating time for editing based on the feedback given or rehearsal of the knowledge. Editing is done in pink pen/pencil. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant. 	Planning looks; lesson observations; learning walks; book looks.

Why we don't mark:

The Department for Education review paper: Eliminating unnecessary workload around marking, has highlighted *“that marking had become a burden that simply must be addressed”* (DfE, 2016). Written evidence of the feedback given is incidental to the process; we do not provide additional evidence for external verification.

Guidance for teachers:

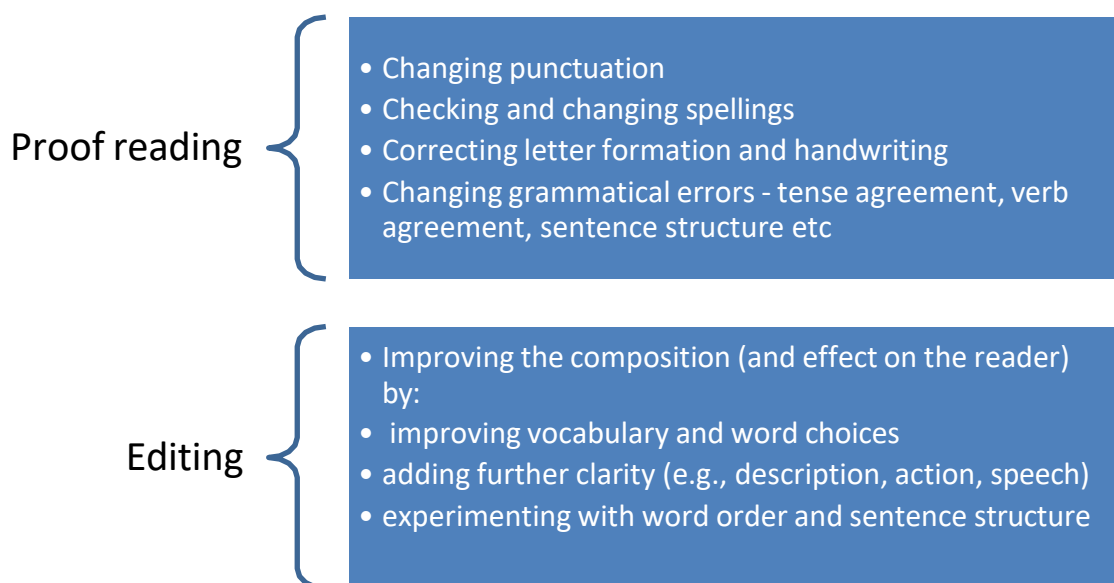
The following details suggestions for giving feedback linked to English and Maths. It is worth noting that feedback will look different across the 7 years of primary education. In particular, in EYFS and Key Stage One, where the majority of feedback is immediate, the structured approach outlined below may not be suitable. The skills of proof reading and editing a piece of work retrospectively are taught, as per the National Curriculum.

Feedback linked to English:

Most writing sessions will include or be followed up with editing time. During this time, children will receive whole class feedback about strengths and areas for development and direct teaching about how to identify and address individual weaknesses.

Teachers will have looked at pupils' work during or soon after the writing sessions and identified strengths and weaknesses. These will be linked to both the technical accuracy of writing: spelling errors, punctuation omissions and other transcription mishaps and things to do with the sophistication of the writing: the actual content. Where individual children have done particularly well or badly at something, teachers will make note of these areas and use these as future teaching points.

The editing time will be divided into two sections (these do not necessarily have to be within the same lesson):



The proof reading section will usually be short: about 10 minutes or so. The editing element may take the majority of an English lesson.

Proofreading: the teacher shares extracts from pupils' work using a visualiser or by typing out a couple of lines and displaying them on the interactive board. They begin by showing good examples of work e.g., an extract which showcases someone whose letter heights have the ascenders and descenders just right. The teacher then instructs children to look at their work and rewrite a short section or make changes in response to the good example. Following this, the teacher shares extracts which exemplify misconceptions or weaknesses. The teacher uses this example to re-teach knowledge. After this, the teacher may point out some spelling errors that several children are making. The correct spellings and how to remember them will be explained. Children then have a short period of time to proofread their work, checking for similar errors and putting them right. Children may be encouraged to sit in mixed ability pairs or groups to support each other in the identification and correction of mistakes.

Within the editing element, the teacher shows a number of pieces which exemplify the composition focus e.g., a well-developed character description. The teacher explains what has led to the piece being successful. The teacher then shares less good examples (either anonymous or fictional pieces). Children suggest together how this might be improved. Then in pairs (or small groups) the children read together each other's work and suggest improvements, alterations and refinements. The author of the piece then makes these additions in green pen to help the teacher see what changes have been made.

A few children may need more support than this in order to be successful in improving their own work. Younger children, in EYFS and KS1 in particular, may need more support as they learn to become more independent, although many young children are able to edit and proofread independently after teacher modelling.

As with all intervention, teachers will teach to the top and add in support where needed. Some children may need a gentle prompt to narrow down their focus when looking for mistakes. To support in this, stampers may be used by KS1 teachers to signal missing full stops, capital letters and finger spaces. In KS2, writing prompts and editing station descriptors may be used to prompt children to look for certain mistakes until these basic skills are securely in place for most of the class. Certain individuals may need to carry on referring to these longer until the checklist is thoroughly internalised.

Spellings: Whilst commonly misspelt words will be re-taught during whole class feedback, there may at times be a need to identify specific mistakes for individual pupils. These errors may be signalled to the children through the use of a wiggly line under the word. To ensure feedback is appropriate and timely, only a small number of key spellings will be identified per piece of writing. This is entirely at the professional discretion of the teacher.

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work modelling how to overcome these e.g., clear up confusion with apostrophe use. For such children, the teacher might set an editing challenge based on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where the error is. This may be done instead of editing their own work or as a prelude to it, depending upon their learning needs. What the teacher must not do is use a marking code which does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

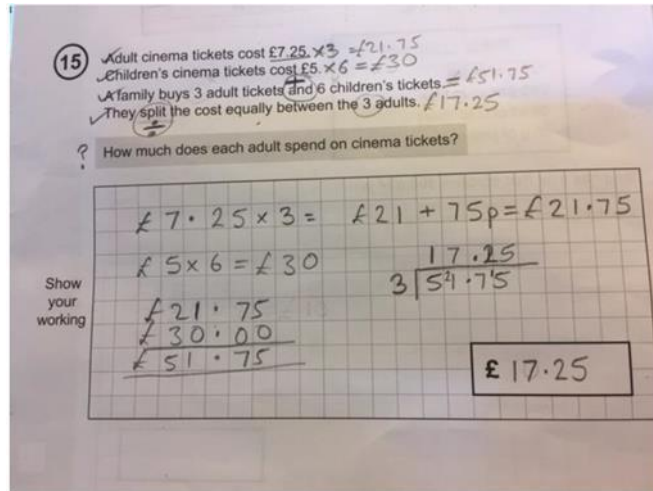
Feedback linked to Maths:

Teachers gain valuable feedback about how much maths teaching is being retained in the long term from interim 'check its' as well as termly PUMA assessments (SATs past papers in Year 6)

In terms of day to day maths learning, in KS2, teachers should have the answers to problems available and after completing set work, children should check their answers themselves. If they have misunderstood something, teachers are well placed to address this. Additionally, less confident children might want to start at the easiest level of work provided, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level. Another strategy teachers can use is to get children to compare answers in a group and where answers do not agree, challenge each other, and try and find where the other person has gone wrong.

The onus is on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Children must be taught how to do this purposely. Checking involves the child thinking deeply about the knowledge they have just learnt. When you think deeply about something, it is much more likely to be moved from working memory into your long term memory - making it available to be recalled. As an alternative to providing answers, teachers may sometimes use the visualiser to model ways of checking and then ask children to do the same, in effect 'proof reading' calculations. In line with this, teachers should model how children can use the inverse operation to check their workings and answers.

With multi-step problems, again using a visualiser, teachers show children how to check their working as they go, returning to the question and being really clear where the final answer comes from having done all the previous steps.



Where children have made mistakes and are finding it hard to identify where they have gone wrong, a prompt sheet or success criteria grid, shared with the class at the start of the lesson, can help. Using the success criteria as a checklist to identify errors means children use them thoughtfully and only when needed.

It is important that children move towards internalising what they are doing (over the course of several lessons) so that they no longer need a written checklist because they have their own mental checklist stored in their long term memory. As with English, giving children work to 'mark' from fictitious other children, which includes common misconceptions, is a good way of helping to develop this.

In KS1 and EYFS, whilst the above-mentioned skills and routines are being taught and embedded, it may be necessary for teachers and teaching assistants to check through calculations for the children. In addition to this, whilst secure number formation is developing, incorrect formation may be identified using a wiggly line under the number, or where necessary, modelling the correct formation for children to practise.

Policy Details

Policy approved by Principal:	Amanda Eldridge	January 2024
Policy approved by LGB:	Judith Richens	January 2024
Date of next review:		January 2025