

Rationale

At Northside, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation 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 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.

We have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be:

Meaningful: marking should vary by age group, subject and what works best for the pupil and teacher

- *Manageable:* marking practice should be proportionate. Bear in mind the impact on teacher workload, when you think about how often and how deeply teachers mark
- *Motivating:* marking should help to motivate pupils to progress. Don't assume this means writing in-depth comments or being universally positive

"There is remarkably little high-quality relevant research evidence to suggest that detailed or extensive marking has any significant impact on pupils' learning"
(Sean Harford, 2016)

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning
- Feedback should empower children to take responsibility for improving their own work
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and

purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Northside Values

RESPECT – feedback will be respectful of the efforts made and will identify the next steps of learning.

PRIDE – feedback will celebrate success and encourage the children to have pride in their achievements.

INCLUSION – through pupil conferencing and the use of purple pen all the children are able to access and take part in identifying the next steps of learning with the teaching staff.

CHALLENGE – feedback will encourage the children to have high expectations of their work so they achieve their best.

CREATIVITY – feedback will provide the children with opportunities to creatively express their ideas.

RESILIENCE – through positive feedback the children will develop their resilience and growth mindset skills towards their learning.

Feedback in Practice

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 four common stages in the learning process:

- *Immediate feedback* – at the point of teaching
- *Summary feedback* - at the end of a lesson/task
- *Next lesson feedforward* – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
- *Summative feedback* – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study
- *Pupil Conferencing* – 1:1 or small group discussion between pupil and teacher

Immediate Feedback

Takes place in lessons with individuals or small groups, often verbally by all adults supporting teaching in the class. This will be evidenced through children editing their work in purple pen. Key targets may be set at this time and will be evidenced through a post-it note which is transferable and on-going until met.

Summary Feedback

This takes place at the end of a lesson or activity and will involve groups or the whole class. It provides an opportunity for evaluation of learning of the lesson. This may take the form of self or peer-assessment against an agreed set of criteria using purple pen.

Feedback in EYFS

In the early years, adults observe children within their free play. When appropriate, adults should interact and scaffold the children's learning through questioning or by extending their self-directed activities. Adults will also provide instant verbal feedback, recording this learning on Tapestry via photos or by collecting pieces of work. Adults will also provide adult led focus activities. Observations will be recorded, clearly stating the children's next steps. All observations and next steps are then fed into the following weeks planning. Next steps are shared with parents via Tapestry and during parent consultations.

Next Lesson Feedforward

KS1

In the early stages of children editing their work, purple pen is gradually introduced. The children will respond to verbal feedback with adult support up to three times a week. The days the children are not supported by an adult, they work independently to complete a task. This work will be acknowledged by the class teacher and misconceptions will be addressed in future lessons.

In the developing stages of children editing their work, instant verbal feedback is provided. The children use their purple pen to correct their mistakes and to consolidate their learning. The class teacher will also review all books at the end of each session, in order to either consolidate learning, address misconceptions or to provide further challenge.

Feedback in Writing KS2

1. The teacher scans the work in pupils' books, makes notes referring to the learning objective or steps to success and identifies individual post-it note targets.
2. At the start of the next lesson, the teacher shows an example of a piece of age-appropriate work completed by a pupil (this is not anonymised, and the teacher will aim to use each child's work at least once)
3. The teacher highlights the good aspects of the work to the whole class e.g. descriptive language or perfect punctuation
4. The teacher then shows an (anonymised) piece of work that needs some improvement
5. They model how to correct mistakes and make improvements in front of the class using a visualiser/flip chart.
6. The class then spends time working in mixed-ability pairs or independently to proofread their work and make edits as necessary, in purple pen, taking also into account post-it note targets.
7. The editing lesson will be divided into two sections: proofreading - changing sense, punctuation, vocabulary, spelling and handwriting mistakes and editing – redrafting their work.
 - a. The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson.

Feedback in Maths KS2

1. In lessons, pupils check their work every 5 questions or so. The teacher uses a visualiser to model ways of checking that lesson's problems;
2. There is a '3 before me' system for struggling pupils: first they try to fix their mistake themselves, then they ask a peer for help, then a group of their peers, and then finally the teacher
3. Teachers display stem sentences or key questions to guide the children in responding and editing their work.
4. After a lesson the teacher looks through the class's work and notes down any common mistakes or misunderstandings. These will be addressed in future lessons.
5. The teacher will review the children's work to provide a purple pen task for the next lesson to either consolidate learning, address misconceptions or to provide further challenge.

6. They show correct examples and incorrect examples in front of the class. Teachers correct the mistakes and give the children another example to reinforce learning.
7. Purple pen should be seen in the books on a daily basis.

Summative feedback

This takes place at the end of a Maths unit or sequence of writing and is in the form of a check it activity, test or quiz.

Pupil Conferencing

This takes place on rotation basis depending on specific needs. All children will have the opportunity to take part in a focused discussion about their learning with the class teacher. Pupils are encouraged to be proactive about the next steps of learning through coaching questions.

The Feedback Triangle

