

Bishop Wood Junior School – Feedback Policy

Introduction

At Bishop Wood, we recognise the importance of feedback as an integral part of the teaching and learning cycle. We aim to maximise the effectiveness of its use in practice. This policy is underpinned by evidence of best practice from the Education Endowment Foundation and other 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 timely and given frequently
- Put the onus on the pupils to correct their own mistakes
- Alert teachers to misconceptions to inform planning for the next lesson

Key Principles

This Feedback Policy has a number of core principles:

- The sole focus of feedback should be to further children’s learning
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification
- Feedback must empower children to take responsibility for improving their own work
- Summative written comments should be used as a last resort
- Children should receive feedback either within the lesson itself or in the next appropriate lesson
- Feedback is part of the school’s wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons

Feedback in Practice

It is vital that teachers evaluate the learning that children undertake in lessons and use information obtained from this to allow them to adjust their teaching. Feedback can occur at more than one stage in the learning process:

<u>Type</u>	<u>What it looks like</u>	<u>Evidence</u>
Immediate (at the point of teaching)	<ul style="list-style-type: none"> • 1:1 • Small group • Whole Class • Verbal feedback to pupils for immediate action • Use of TA to provide further challenge • Redirects and/or refocuses teachers or learners • Learning under a visualiser • Using misconceptions to move learning on • Adding to and/or referencing the working wall • Working in a book with a pupil • Mini whiteboards etc. • Mini plenary 	<ul style="list-style-type: none"> • Observed as part of classroom practice through lesson obs and learning walks • Evidence of teachers supporting children in their books during the lesson
Summary (at the end of a lesson/task)	<ul style="list-style-type: none"> • Usually at the end of a task or activity • Often whole groups or classes • Evaluates learning in the lesson • Self-assessment • Peer-assessment • Could be a quiz or game • Feeds directly into planning for the next lesson 	<ul style="list-style-type: none"> • Lesson obs/learning walks • Self and peer-assessment in books
Feedforward (the next lesson)	<ul style="list-style-type: none"> • Usually at the start of a lesson • Focuses on whole class feedback from outcomes of previous lesson • Useful in conjunction with working wall • Sets out strengths • Sets out development areas to be worked on in that lesson • Can lead to redrafting and editing 	<ul style="list-style-type: none"> • Lesson obs/learning walks • Evidence of editing and redrafting
Summative	<ul style="list-style-type: none"> • ‘Check it’ activities • Termly tests 	<ul style="list-style-type: none"> • Classroom monitor updated • Test results

Proof Reading and Editing

Most writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development. The aim is for them to identify and address their own weaknesses.

What to look for:

- Technical accuracy of writing
- Spelling errors
- Punctuation omissions
- The content

Proofreading = Changing punctuation, spelling handwriting and grammar mistakes.

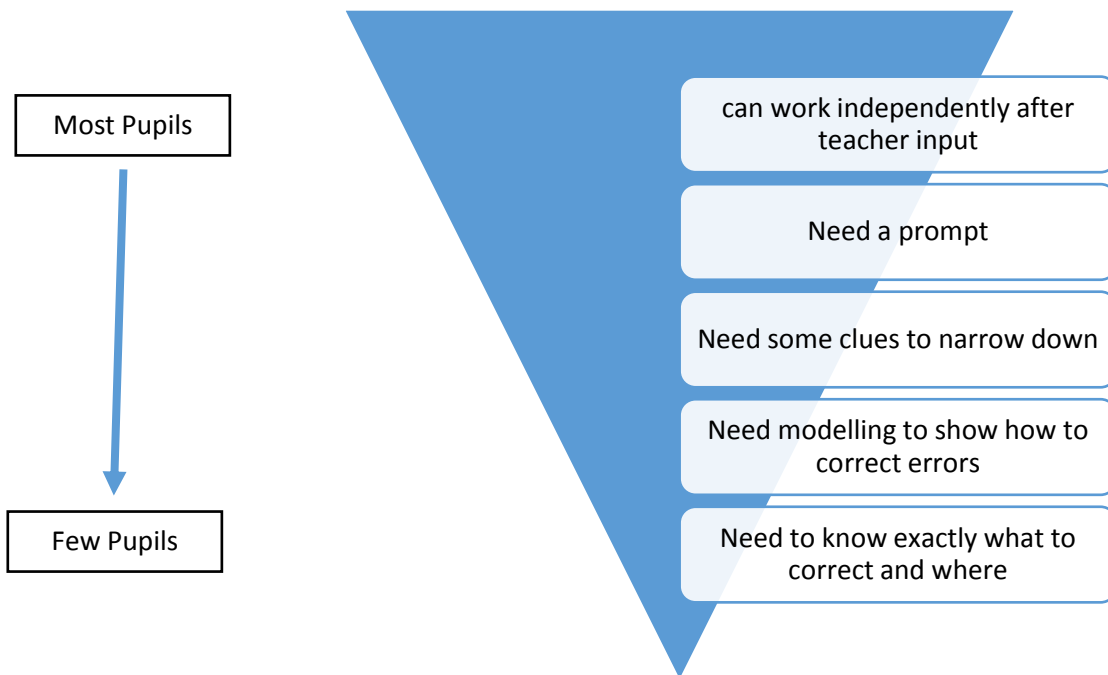
Editing = Improving their work with a focus on composition and effect

Examples of pupil's work can be shared as whole class learning prompts. This may be work which has achieved the learning outcome or, with pupil permission, work where a misconception could be a useful learning point.

Peer editing could take place.

Acting on Feedback

We must start out with the assumption that all children can work independently after receiving their feedback. The level of intervention should only increase if a pupil really can't get on without it. The most important thing is that adults do not do the learning for the child.



Policy Review

Date Adopted	
Last Review	
Next Review	
Committee	Teaching and Learning