



Anchorsholme Academy Feedback Policy



Adopted by Governors/HT: HT
Implementation date: September 2022
Review period: Annual
Last review date: January 2024
Person responsible for policy: C. Lang

Statement of intent

Feedback at Anchorsholme Academy is,

'Capturing pupils in the moment in order to maximise learning and inform teaching.'

Anchorsholme Academy understands that the effective use of feedback (including marking) techniques can have a powerful influence on pupils' learning and progress. Feedback is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils and aiding with better supporting pupils' learning.

This policy aims to ensure that feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

Roles and responsibilities

The Assessment Lead is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Year group leaders are responsible for:

- Ensuring all members of staff within their departments are aware of the school's procedures in terms of feedback
- Monitoring the effectiveness of this policy within their departments and reporting their findings back to the assessment lead.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

Teaching and support staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

Expectations

Staff are expected to:

- Provide feedback that offers clear information about why pupils have done well.
- Offer suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback is most appropriate
- Provide high quality instruction and questioning including the use of formative assessment strategies, before providing feedback.
- Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Carefully consider how to use purposeful, time-efficient written feedback that follows high quality foundations, is appropriately timed, focuses on the task, subject, and/or self-regulation, and is then used by the pupil.
- Carefully consider how to use purposeful verbal feedback.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Implement strategies that encourage pupils to welcome feedback.
- Ensure that formative assessment identifies misconceptions and feedback addresses these swiftly.
- Use assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Provide positive and pupil-friendly feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Workload

The school understands that providing feedback (and marking in particular) is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the pupil?

If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

If a teacher has a query, their year group lead will be available to offer guidance and support regarding the school's procedures.

If a teacher is unsure about the effectiveness of their own practices, the year group lead will help with developing an approach to marking and feedback that is more suited to the teacher.

Marking

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual pupil's abilities and goals
- The areas a pupil can improve in
- Giving clear guidelines for improvement
- Linking areas of improvement
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding

Distance marking (marking carried out away from the classroom) may be used as appropriate, to allow teachers more time to give detailed feedback.

When distance marking, there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Have positive aspects been highlighted?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

Teachers will allow pupils to reflect on distance marking at the start of subsequent lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards will be given to pupils in the following ways

- Merits
- Verbal praise
- Dojo messages to parents
- 'Being Brilliant' awards
- Displaying excellent work around school
- Stickers/ stamps

Teachers will encourage pupils to mark their own and each other's work, as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods. Peer-on-peer feedback will be used at the teacher's discretion and only with pupils who are expected to learn from the exercise.

	English	Maths	Other subjects
EYFS	<p>Live marking Verbal feedback and next steps given alongside children during focused tasks and in the provision where appropriate. Green highlighter - evidence of SC Pink highlighter - Errors in spelling of CEW/ HFW, known graphemes & letter formations. Marking stamps to give pictorial indication of next steps/ targets as appropriate. Displays of marking stamps in learning space</p> <p>Annotations added to work only where appropriate.</p>	<p>Live marking Verbal feedback and next steps given alongside children during focused tasks and in the provision where appropriate. Green for evidence of lesson target Pink dot indicates errors for pupils to check Marking stamps to give pictorial indication of next steps/ targets as appropriate. Displays of marking stamps in learning space. Annotations added to work only where appropriate.</p>	<p>Live marking Verbal feedback and next steps given alongside children during focused tasks and in the provision where appropriate.</p>
Year 1	<p>Live marking Green highlighter - evidence of SC Pink highlighter - points for improvement Underlined pink - Errors in spelling of CEW/ HFW and known graphemes Circled in pink - Missing/ incorrect punctuation Use of marking stamps for next steps/ targets</p> <p>Pink pen to margin mark with codes Summer term - red pens for editing and improving in response to feedback</p>	<p>Live marking Double tick at top of page if SC met Pink dot indicates errors for pupils to check VF circled to indicate where verbal feedback has been used to address error/ misconception Self-marking - morning maths and fluencies</p>	<p>Live marking Double tick/ single tick/ dot at top of page to indicate if SC is met (alongside key question) VF circled to indicate where verbal feedback has been used to address error/ misconception</p>
Year 2	<p>As above</p> <p>Plus Red pens to show editing and improving of longer pieces</p>	<p>As above</p>	<p>As above</p>
LKS2	<p>Live marking Green highlighter - evidence of SC Underlined pink - GPS errors Margin marking with codes - provide developmental comments (first drafts only)</p>	<p>As above</p> <p>Plus Written feedback - as appropriate to show worked examples and next steps</p>	<p>Double tick/ single tick/ dot at top of page to indicate if SC is met (alongside pupil response to key question) VF circled to indicate where verbal feedback has been used to address error/ misconception Written feedback - as appropriate</p>

UKS2	As above	As above Plus Class discussion- explore reasoning and problem solving	Self-marked- Double tick/ single tick/ dot at top of page to indicate if SC is met (alongside pupil response to key question) VF circled to indicate where verbal feedback has been used to address error/ misconception
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NB: Where there is evidence of pupils meeting a personal pupil progress target for writing, this will be highlighted in orange

Feedback

Feedback differs from marking in that it is not limited to marks/ comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during group or one-to-one interventions.

Anchorsholme Academy believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.

Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold:** By asking the pupil a question, teachers can guide them to the correct answer. An example of this may be: "Are you trying to achieve A, B or C?" By doing this, teachers guide the pupil to looking at these three areas. Pupils should then find the correct answer and also feel like they achieved it themselves.
- **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a pupil were writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the pupil to choose.

Verbal feedback can act as a way to give immediate and effective feedback to pupils.

Teachers will mark on pupils' work when verbal feedback was given.

Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in a one-to-one or group intervention.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly. Class discussions will also be of benefit in addressing misconceptions and errors identified in multiple pupils.

Improvement plans

The assessment lead will conduct reviews of marking and feedback by distributing surveys to teachers, asking:

- How they feel the practices benefit pupils.
- How practices can be improved.
- Whether the workload associated with marking and feedback is proportionately reflected in the positive impact on pupils.

The assessment lead will conduct reviews of marking and feedback by distributing surveying pupils, asking:

- If they find the feedback useful.
- If they receive too much or too little feedback.
- Whether they understand the comments when teachers mark their work.

Following these surveys, the assessment lead will create a marking and feedback improvement plan.

The assessment lead and year group leaders will meet to discuss any issues that have arisen in regards to marking and feedback, as appropriate.

Teachers will pass any concerns regarding the school's marking and feedback practices to their year group leaders.

Teachers' marking and feedback will be reviewed by year group leaders as part of routine monitoring to ensure that practices are consistent and effective.

Monitoring and review

This policy is reviewed annually by the assessment lead.

Any changes or amendments to this policy will be communicated to all staff members by the headteacher.

The scheduled review date for this policy is **January 2025**