

**FEEDBACK POLICY**



**This FEEDBACK POLICY has been approved and adopted by the Governing Body on 28/10/2019 and will be reviewed in Autumn 2021.**

*School Mission Statement*

*Our school family at St Mary's wants this to be a safe, caring, creative and happy place, where we all have a fair chance to learn and grow together and to do the best we can.*

*We do this by knowing and loving Jesus more every day and by following his teaching in a joyful way.*

**Research and Context**

At St Mary's, we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We recognise that the most important activity for teachers is to improve the learner and that learning is a continuous process taking place over time which results in a change in long term memory.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF), other expert organisations and an internal trial. The EEF 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
- Provide specific guidance so as to improve the learner

Our feedback policy has at its core these principles:

- No expectation for written comments or codes
- No expectation to do acknowledgement marking i.e. "ticking pages"
- No expectation to evidence verbal feedback through stamps/codes
- The expectation that most lessons will include some form of feedback

### **Our approach**

At St Mary's we understand that:

- The focus of feedback should be to further the children's learning; improve the learner so that they do not repeat mistakes.
- Evidence of feedback and marking is incidental to the process and not for external verification.
- Feedback delivered closest to the point of action is most effective and takes many forms other than written comments.
- Feedback exists as part of St Mary's wider culture of "Building Better Learners" which aims to develop active learners by providing an appropriate level of challenge to all pupils in lessons, enabling them to make good progress.
- BBLs empowers each and every child by giving them a set of skills with which they can help themselves and each other (Brain, Buddies, Backtrack, Bits and Bobs) and through peer and self-assessing.

### **Our feedback strategies**

All pupils' work will be reviewed at the earliest opportunity using strategies for example:

1. Subject knowledge is used to anticipate children's misconceptions. In advance of teaching these are then addressed explicitly in class or with individuals.
2. Talking to children in class and conferencing, identifying misconceptions and addressing them as soon as possible.
3. The teacher selects children's work at random and discusses it with the class (using 'reflector' if necessary).
4. The teacher selects three - five books and uses a five-minute review to inform next steps in the next sequence of teaching and learning.
5. Other strategies which have a positive impact on the learner.