Feedback for Learning policy
September 2023

Approved by	
Name:	Full Governors
Position	Chair of Governors
Signed:	
Date:	11.10.23
Review Date:	July 2026

CONTENTS

Excellence is in the details. Give attention to the details and excellence will come.

Perry Paxton

<u>Rational: Aspire for Excellence</u>

This policy is regularly reviewed, to ensure our practice remains congruent with evolving research and practice. This policy has been reviewed and aligned to ensure consistency with:

- **The EEF Guidance Report Teacher Feedback to Improve Learning:** June 2021

- **See Appendix 3 for a summary of the EEF Recommendations**

- **The DfE Education Staff Wellbeing Charter:** May 2021

- **The DfE Workload Reduction Toolkit for Feedback and Marking: October 2019**

- **The Teacher Standards**

With specific reference to Standard 6: make accurate and productive use of assessment

- **The Ofsted Education Inspection Framework:** September 2021

School inspection handbook - [GOV.UK (www.gov.uk)](http://www.gov.uk)
With specific reference to bullet points 70, 72, 73, 208 & 210-213

Bullet Point 70: Ofsted will not: advocate a particular method of planning (including lesson planning), teaching or assessment; it is up to schools to determine their practices and it is up to leadership teams to justify these on their own merits rather than by referring to this handbook.

Bullet point 73: Ofsted does not specify: the frequency, type or volume of marking and feedback

Bullet point (part of) 208: Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are the following: Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts….Their approach to teaching remains rooted in evidence and the key elements of effective teaching. Teachers consider the most important knowledge or concepts pupils need to know and focus on these. Feedback, retrieval practice and assessment are prioritised.

Bullet Point 210: When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils. However,

assessment is too often carried out in a way that creates unnecessary burdens for staff and pupils. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse

Bullet Point 211: Inspectors will …. evaluate how assessment is used in the school to support the teaching of the curriculum

Bullet Point 212: The collection of data can also create an additional workload for leaders and staff. Inspectors will look at whether schools' collections of attainment or progress data are proportionate… school leaders should not have more than 2 or 3 data collection points a year, and that these should be used to inform clear actions.

Bullet Point 213: Schools choosing to use more than 2 or 3 data collection points a year should have clear reasoning…Inspectors will seek to understand how staff are supported and the steps that are being taken to remove the risk of additional workload. If a school's system for data collection is disproportionate, inefficient or unsustainable for staff, inspectors will reflect this in their reporting on the school.

Feedback at Marden Bridge Middle School

At Marden Bridge, we believe that the process for offering incisive feedback should be provided in the moment; it is a dialogue that takes place between teacher/teaching assistant and pupil, ideally while the learning is still being completed. Teachers and teaching assistants should promote pupil's self/peer-assessment into a wider process of engaging the pupil in his or her own learning and developing their ability to self scaffold their learning.

2. Aims of the Feedback Policy:

- To maximise the progress of all students of all ages and abilities
- To provide students with the right help and support to "be the best that they can be"
- To provide strategies for students to know how to improve in all subjects
- To give students dedicated time to improve their learning
- To create a continual and meaningful learning dialogue between the student and the teacher
- To encourage a sense of pride in student work
- To promote the whole school focus on developing literacy skills
- To effectively address teacher workload issues; so that all teachers can "do less, better"
- To empower teachers to have the scope to create and devise the most effective methods of feedback in their subject areas
- To eradicate the myth that the only type of effective feedback is that which can be "seen" because it is written
- To promote the highest quality and consistent feedback practice in all lessons at all times

3. Principles of the Feedback Policy:

At Marden Bridge Middle School a set of core principles guide our whole school practice. These principles are listed below.

- The sole focus of feedback should be to deepen and celebrate learning
- Almost all feedback should be rapid, immediate and happen within the lesson
- Feedback happens as students' practice, to ensure that errors don't become learnt habits
- Feedback is **high quality, not high quantity**
- Feedback happens when it is needed to promote learning, there is no set timescale
- Marking student work is only one method of providing feedback and is only used when it promotes further learning.
- Written feedback is only used when really necessary and meaningful to the learning process
- Marking less, **does not mean looking at books/ digital folders less.**
- Teachers will still regularly collect in books/ digital work and review the work completed in them by students. How feedback is given on this work will be informed by a teacher's professional judgement about what will move learning forward most effectively.
- Teachers have more time to review learning more often, when feedback is used effectively
- Feedback almost always requires students to do something to improve or develop their work
- Students must spend as long, if not longer on feedback activities than teachers do
- Feedback is the information to "**feedforward**" and plan effectively for future learning
- Feedback responds to the needs of individual students

4. When Feedback is Given

- A wide range of feedback is given in every lesson in many different ways
- Teachers will select feedback strategies to promote learning, specific to their subjects.
- As a school we strongly encourage ALL methods of feedback.
- As a school we actively promote feedback strategies to reduce workload burdens for staff
- As a school we actively promote using all other feedback strategies before written feedback to ensure that feedback is immediate and has the most impact on learning, at the point it is happening (and is why in section 5 below, written feedback is the last exemplification given for our practice).

5. Types of Feedback

Below are just some of the types of feedback that are promoted at Marden Bridge Middle School. The most highly prioritised feedback is any type that is immediate and purposeful for learning. Written feedback appears last in these exemplars to underline the importance of planning for its use at specific signposted occasions to maximise learning, but that it is not expected at all times.

Immediate Feedback

- Is the most valued type of feedback at Marden Bridge Middle School.
- Is a "varied" toolkit of teaching and learning strategies that are deployed effectively by teachers to promote and deepen learning; Some happen in the lesson and others involve effective and fast feedback strategies in student books/ digital documents when checking or "marking" of work is required.
- Enables rapid corrections of misconceptions by the teacher live within the lesson.
- Happens at the point of learning in lessons.
- When appropriate, students will complete immediate feedback in purple pen/ font, so it is easily identifiable by students and parents.
- A lot of immediate feedback will involve the students reflecting on and acting on feedback at the point the feedback is received.
- It will be difficult to identify most of these feedback strategies in a "book/ work check" as many are verbal and hinge point activities that adapt and change the direction of learning as required.
- This is the most frequent form of feedback in all subject areas and happens throughout all lessons every day.
- It has immediacy and relevance and leads to direct student action.
- It may be directed to individuals or groups of students; these may or may not be formally planned.
- This can be captured, eg by students making notes on the verbal feedback they are given, if relevant, to support their learning.
- Verbal feedback will not be seen in "book checks". Staff will not use any VF stamps or annotations on work.
- This quality support will only be visible in lesson observations and learning walks as the lesson is happening live.

Peer and Self Feedback:
Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This will be completed in purple and the peer assessor's initials must be also left. We have a supportive classroom environment where students are encouraged to read their work out in class and receive praise and feedback in front of their peers

- When used skilfully, with expert planning this is a powerful way to deliver feedback to students on how they have performed and how they could improve their work further.
- Effective peer and self-feedback happens when it is rigorously structured and modelled by the teacher.
- Peer and self-assessment is most effective when focussed on skills and content rather than attainment grades and levels
- Whenever possible, the teacher provides pupils with the answers to mark their own work. This also helps their self-reflection, as it is instant feedback allowing them to consider if they understood the concept or not.
- Teachers share success criteria or more detailed checklists on how to achieve excellence in a lesson to enable students to have a secure understanding of what they are assessing in their feedback.

- Some departments will regularly use a WAGOLL (what a good one looks like) or exemplars of previous students work to model 'excellence' to our students within lessons.
- Make a list of errors typical of those made by the group. Share and ask pupils to pick out what is wrong and then re-draft correctly.
- Prepared stickers/sheets which offer insightful feedback suitable for the individual to act upon.
- Books are reviewed between lessons and differentiated feedback offered through whole class feedback, post it notes, codes, mini master classes.
- Pupils' work is annotated with follow-on activities, extension questions, which either consolidate learning or probe for a deeper understanding.

Students Acting on Feedback:
Student responses to comments should be made in purple – so that it is clear they have been completed. A response should be made as soon as reasonably possible in order to support pupils effectively

- This is the action that closes the feedback loop and impacts most on student progress. Therefore, this action is strongly encouraged by all departments.
- Acting on feedback is **not effective** when students simply repeat or reform the formative comments from the teacher; it does not reshape their learning or allow a student to show their understanding of the teacher feedback.
- Acting on feedback is **most effective** when students physically develop, add to or redraft work.
- Structuring a feedback lesson to look at common mistakes, the desired structure and then providing a writing template or stages of a method for students to follow and redraft is effective. This redraft could then be peer reviewed using the criteria, to avoid the need for 'triple marking' by teachers.
- The timing, deployment and value of these opportunities, needs very careful planning as a department and constant review. There is no expectation as a school that students will always redraft or develop sections from assessed work as this may not be the most effective time to do this, and if work is redrafted at this point, it can unintentionally lead to the problem of triple marking for staff or reducing the value for students in these redrafted efforts.
- **Used most effectively**, students are acting on feedback as part of immediate and fast feedback activities taking place in the classroom, rather than always bolted onto the end of current learning activities.
- It is good practice to identify when and where this improvement time takes place in student work to help students refer back to this work and make it distinct from content-based learning.

Written Feedback:

- While, as a school we are keen to embrace a sensible and realistic approach to workload and the marking burden. **This does not mean that we have a "no marking" approach.**

- As professionals, we are able to make the judgement about when a piece of work requires checking or marking; the identification of issues such as keywords, literacy and presentation issues are still very important at Marden Bridge Middle School to enable all students to continue to make progress and students should act upon these.
- Literacy marking codes are essential to support the whole school approach to raising levels of literacy attainment. To do this, teachers must use the full range of the literacy marking codes. Literacy Codes can be used anytime, when checking any work, but **must be used when completing tasks identified for quality feedback.**

6. Whole School Assessment and Feedback

When 'quality feedback' takes place it is pivotal to the department policies.
Departments have the autonomy to select which pieces of work receive quality feedback, these decisions will be based on how learning will be best promoted within the subject or unit or work.

7. Quality Assurance (Ensuring Excellence, and Developing Excellence)

At Marden Bridge Middle School, we passionately believe that the best kind of feedback to students is more teaching and lots of practice. We are working hard to not mistake activity for achievement in student books/ work.

We do not expect or solely rely on books/ digital documents to evidence the high quality and regular feedback that takes place across the school.

All information captured is designed to support further work and development of feedback strategies. As a guide to support staff and visitors into our classrooms at Marden Bridge Middle School, over the page is a selection of the types of feedback strategies you could see deployed within classrooms. This is a generic list to illustrate our school principals and practice.

8. Responsibilities

- It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.
- Each subject/ faculty leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise, the SENCo has the responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate. PP champion/HoY to ensure the policy is implemented for PP eligible pupils.
- It is the responsibility of the Assessment Leader (AHT) to liaise with the Subject Leaders and to feedback to the Headteacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.
- It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

- Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium Grant

<u>Non negotiables</u>

- Disadvantaged pupils will receive verbal focused, personalised feedback on their work every lesson.
- Staff must continue to review work regularly in pupil books/ digital folders.
- Science whole class feedback sheets in line with their curriculum overview and assessment calendar.
- English will select key pieces of work to be marked in depth such as assessment pieces.
- Within maths lessons, exit tickets will be reviewed and used to inform the subsequent lesson.
- Foundation subjects select work to mark in depth such as assessment pieces and may choose to use whole class feedback sheets.
- Purple pen must be evident in the books/ digital documents every two weeks for core subjects and once a half term for foundation subjects. A teacher written comment is not necessary.
- Self and peer feedback will be evident in the books/ digital folders.
- Sentence starters will be used to provide structure for pupils to create effective feedback to a partner.
- Marking for literacy must remain - symbols are displayed in each classroom and will be used across all subject areas. For example, when picking up spelling inaccuracies and when marking in-depth.
- CUPPS to be used in every lesson where pupils are required to produce a piece of writing as a means of self editing.
- Staff must be aware of a small minority of SEN pupils where outcomes on their EHCP or other professional advice means a more bespoke approach to feedback is required. This will be made clear on the individual pupil's Learner Profile.

Type of Feedback	What this looks like at MBMS?
Immediate Feedback	- The teacher gathering feedback from teaching – have they got it? - Use of mini white boards, apps or online quizzes to review learning of all in class quickly and identify misconceptions, uncertainties or errors in learning - Takes place in the lesson can be with small groups, individual or as whole class activities - Often leads to an immediate marking of the work by the teacher, student or a peer. - Teacher places codes, or annotates a section of work in a lesson to be reviewed, uses the literacy marking codes, but expects the students to make the corrections in the lesson themselves. - Question and answer activities using random name generators and other approaches enables the teacher to review current knowledge and understanding. - May involve the use of a teaching assistant to provide support or further challenge - Mini quizzes, low stakes testing, 5 a day questions as a starter or plenary activity, cloze style activities or a "question to try" are all quick ways of assessing students current knowledge, recall or understanding so that adaptions can be made to enable more learning to take place. These are all good activities were students can self or peer mark instantly in the lesson using purple pen. - Reflection activities at key "review" points in the lesson are used well, to enable students to consider the progress they are making or skills they are using. - Annotation or notes in purple pen can help students to see the change between own work and feedback or review work. - May include highlighting or annotating work according to the mark scheme or success criteria for the lesson - WWW and EBI analysis. - Following a lesson of instruction and practice, an "exit ticket" activity is completed. Only this work is marked from the lesson, but quickly informs the teacher of the next steps for next lesson - Selective marking of work takes place ready for next lesson, where only the students who are uncertain or completed a specific task submit books for marking. - Prepared stickers, sheets and activities can enable quick feedback and actions during and after lessons.
Verbal Feedback	- High quality learning dialogue in lessons enables regular verbal feedback - Higher order and differentiated questioning strategies are deployed No hands up questioning strategies demonstrate an involvement of all - Answers are not praised quickly, only perfect is perfect - Teachers regularly push for more detailed answers to questions, with thinking time and "pose, pause, pounce, bounce" style strategies involved in good questioning approaches. - Modelling of student work is used regularly and is discussed and reviewed to enable students to see visually and understand the steps to success. - Peer and self-assessment discussions of model answers enabled to analysis of the features and criteria required to improve or complete work

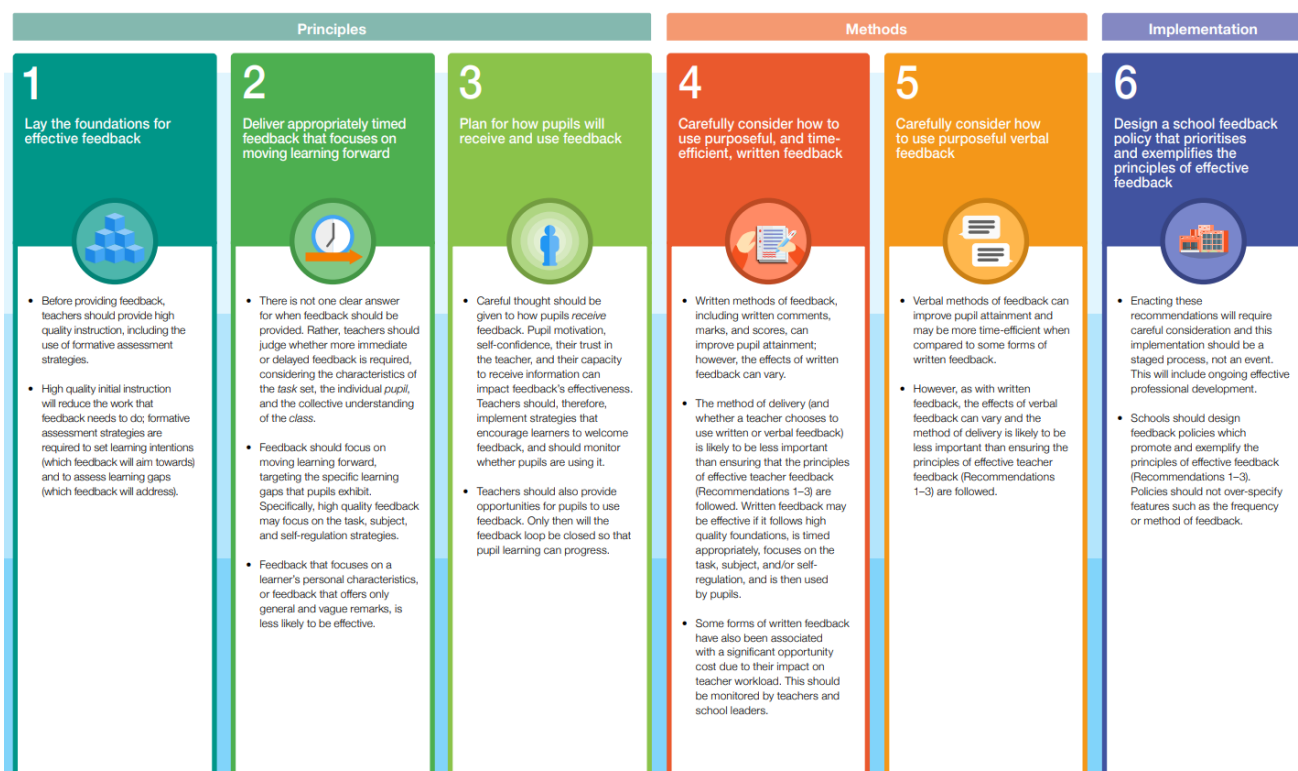|	● There is a climate for learning within classrooms. Students are comfortable

	● asking questions and answering questions to extend their knowledge and understanding. There is a willingness to take a risk and have a go because of the trust between teachers and students that the verbal feedback supports their learning. ● Between lessons student books are reviewed and checked and a class crib sheet of feedback is provided verbally next lesson, with planned follow-on activities completed by all or differentiated on the basis of need.
Peer and Self Feedback	● Normally identified in a different colour pen so that is easily identifiable as different to any teacher feedback in green. ● Usually involved structured classroom discussions and reviews ● Students discussing, reading and reviewing work together in pairs or larger groups ● Work regularly displayed within the learning environment on the classroom board, using the visualiser or I-pads and apps, displays and worksheets ● Mark scheme or criteria are provided and used or annotated to provide a focus to the type of features that are being reviewed ● Student work would be annotated ● A culture of sharing and modelling will be well established where this technique is used regularly ● When used, teacher checking and moderation will normally be evident by ticking, stickers or comments to ensure that all feedback is accurate. Teacher moderation in itself is helpful assessment for learning information providing insight into a student's understanding and application of the criteria.
Students Acting on Feedback	● DIRT activities, reflections and target setting or review worksheets enable students to review and reflect ● Students redrafting work/ developing and improving work ● Taking place before and/ or after assessed work ● Students underling titles, correcting SPAG errors using the literacy codes Reference back to core assessment targets before the next assessment is completed enables students to focus on a key area of their work for improvement
Written Feedback	● Takes place away from the point of teaching and learning ● Involves written comments/ annotations of student work ● Summary written comments sum up overall strengths and weaknesses ● Subject specific codes for marking may also provide further detail through the work ● Provides teachers with formal opportunities to assess understanding Will be seen at specified points, following the department schemes of learning. ● Written feedback should be appropriate to the age and ability of the student and help both students and parents understand what they are doing well in a subject and what they need to work on next to develop their work further ● There is no prescribed format or layout for these written comments, but

		may take the form of WWW, EBI or strengths and areas for development

APPENDIX 1: MARKING CODES – COMPULSORY

- In order to develop a consistent approach to marking, the whole school marking codes should be used when marking core assessments.
- When marking for spelling, the focus of corrections should be on subject specific words. However, if there are regular mistakes on other high frequency words then pick four examples selectively to correct.

Appendix 2: The EEF 2021 Report 'Teacher Feedback to improve Pupil Learning

Principles			Methods		Implementation
1 Lay the foundations for effective feedback	**2** Deliver appropriately timed feedback that focuses on moving learning forward	**3** Plan for how pupils will receive and use feedback	**4** Carefully consider how to use purposeful, and time-efficient, written feedback	**5** Carefully consider how to use purposeful verbal feedback	**6** Design a school feedback policy that prioritises and exemplifies the principles of effective feedback
• Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. • High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).	• There is not one clear answer for when feedback should be provided. Rather, teachers should 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*. • Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. • Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.	• Careful thought should be given to how pupils *receive* feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. • Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.	• Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary. • The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils. • Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.	• Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. • However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.	• Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development. • Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.

The EEF Report said ….	At Marden Bridge Middle School our Feedback Practice is …
Principle 1 Lay the foundations for effective feedback High quality instruction Use formative assessment strategies Reduce the work that feedback needs to do	• Focus on academic and subject words. • Effective use of learner profiles and additional SEND information to censure the needs of all learners are met effectively. • Rigorous use of the MBMS behaviour management system to ensure an effective and purposeful climate for learning. • Teachers plan and structure lessons to promote deeper and more effective learning.
Principle 2 Deliver appropriately timed feedback that focuses on moving learning forward	• Immediate, verbal, self and peer feedback and acting on feedback are all placed above time consuming written feedback strategies.
Principle 3 Plan for how pupils will receive and use feedback	• Student voice activities can and should ask questions about student perception of feedback. • Learning Curriculum supports students' understanding of the role of feedback.
Method 4	• CPD faculty time to develop written feedback strategies as

Carefully consider how to use purposeful, and time efficient, written feedback	a department ● Whole school CPD opportunities to review impact of feedback strategies used
Method 5 Carefully consider how to use purposeful verbal feedback	● Department coaching observations ● Instructional coaching activities with ITT and ECT teachers ● Excellence in Teaching subject specific development work ● Oracy developments
Implementation 6 Design a school feedback policy that priorities and exemplifies the principles of effective feedback	● Policy reviewed annually, research informed, including EEF Whole school principles