# Chadsmead Primary Academy

## Feedback to Pupils Policy

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## Introduction

At Chadsmead we recognise the importance of providing meaningful feedback.  It supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.

Teacher feedback is defined as:
'Information given by a teacher to pupils about their performance that aims to improve learning'

## Key Principles

Our policy underpins the evidence of best practice from the Education Endowment Foundation - Teacher Feedback To Improve Pupil Learning.  Staff follow these key principles:

1. lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment;
2. deliver appropriately timed feedback, that focuses on moving learning forward;
3. plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

The evidence regarding the timing and frequency of effective feedback is inconclusive, therefore it would be inappropriate to mandate exactly when feedback is given.  We recognise the crucial role that teacher judgement plays in delivering feedback at the appropriate moment and leave decisions on the timing of feedback to classroom teachers, who respond to the particular learning context of an individual pupil.

Teacher feedback can focus on different content (particular tasks, underlying processes related to a subject or pupil's self-regulation); be delivered in different methods (verbally or written); be directed to different people (whole class, specific groups, individuals); and be delivered at different times (during or immediately after or sometime after a lesson).

At Chadsmead we consider feedback to include providing a grade, use of praise, and comment on effort. For the feedback to be effective at improving pupil attainment it will include focus on the task, subject and/or self-regulation strategies.

## Feedback at Chadsmead

The principles of effective feedback are more important than the methods of delivery and the choice of method should be left to the teacher.

We adhere to these consistencies across the school:

- Staff write in green pen
- Children respond to feedback in pink pen
- Peer feedback in shown in blue pen
- Staff use professional judgment to correct spelling and handwriting when giving feedback, as this can depend on age and need of the individual child.

Here are some approaches to feedback that may be delivered at different times.  The feedback may be directed towards the whole class, specific groups or individuals.  This list is not exhaustive or directive:

- Verbal feedback that explicitly uses the language set out in your initial learning intentions and directs pupils' attention in a structured way
- Checklists detailing the success criteria for the task, ensuring all are clear about the learning intentions
- Use of a visualiser to show previously completed or currently on-going work to model and discuss learning intentions
- Guided work and modelling the learning intention strategies and task completion
- Using codes focussed on the learning intentions of the task
- Written comments in books that contain useful information to improve
- Questioning to deeper thinking
- Grading tests – ensuring the learner knows what the grade means and what improvements they need to make
- Ensuring scaffolding (physical learning aid) is in place when needed
- Re-teach particular content following assessment of understanding
- Stickers and stamps in books that offer praise and comment on effort that is linked to the task, subject or self-regulation.

Other codes may be found in children's books.  These are used for assessment purposes:

- T:  Worked with the teacher
- TA:  Worked with a Teaching Assistant
- S:  Scaffold has been provided to support learning


Careful consideration is needed when offering feedback to pupils; a 'one-size fits all' approach may not be so impactful.  It is crucial that pupils are given the time and opportunity to use the feedback given so that it moves learning forward. Rather than just commenting on work that has been finished, it needs to impact the future work that a pupil will undertake.  Allowing time and opportunity for children to respond to feedback will be built into the teachers planning and preparation of the learning.  The monitoring of effective feedback will be through pupil voice.