

JSTC Feedback Policy

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At JSTC, 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 are mindful of the workload implications of written marking and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) report *Teacher Feedback to Improve Pupil Learning (2021)* and other expert organisations. The EEF research show us that effective feedback should:

- Redirect or refocus either the teacher's or 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 on how to improve

'Done well, it (feedback) 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.' (Prof. B Francis 2021)

Feedback is most effective when it is delivered systematically. The foundations of effective feedback lay in the foundations of considered planning and high quality teaching. Feedback should be delivered appropriately in terms of timings. Whilst the evidence base for the relationship between the timing of feedback and the prior learning / benefits to performance are inconsistent (Shute 2008), feedback should be delivered with timing in mind. When feedback is delayed, students will benefit from retrieval practice alongside the feedback in order to have a greater impact on moving the learner forwards.

Effective feedback is planned and the method of feedback should be purposeful. In line with the recommendations of the EEF report *Teacher Feedback to Improve Pupil Learning (2021)*, we encourage teachers to balance written and verbal feedback so that it is time efficient for the teacher and impactful for the learner. Feedback should incorporate a feedback loop between the teacher and the learner so as to empower the learner to move their skills forwards.

'Giving feedback to learners does not "magically" improve their skills or boost their grades without those learners acting.' (Winstone, Nash, Parker & Rowntree 2017)

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. The EEF report, *Teacher Feedback to Improve Pupil Learning (2021)* identifies that secondary school teachers in 2013 and 2018 reported spending an average of 6.3 hours per week on written feedback and that 65% of teachers see this workload as having a detrimental effect on their well-being.

At JSTC we are keen to ensure that our feedback policy avoids onerous written marking while providing feedback in line with the EEF's recommendations and those of the DfE's expert group which emphasises that feedback should be **meaningful, manageable** and **motivating**.

Meaningful feedback at JSTC incorporates both written and verbal feedback. This feedback can be focused upon individuals, groups or whole classes. Time spent on feedback is done to move learning forwards and not to create an evidence base that it is being done.

Manageable feedback is that which is focussed upon moving the learner forwards whilst also being considerate of the teacher. We advise our teachers not to exceed two hours of written marking a week and to make effective judgements about how whole class and verbal feedback can be effectively deployed.

Motivating feedback is that which engages the learners further in their learning. Feedback is planned and time is spent by the student is utilising the feedback to address misconceptions, to move learning forwards and to challenge current levels of understanding.

Key Principles

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback should be to further student's learning;
- evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability. We encourage staff to engage in regular and effective verbal feedback;
- the timing of feedback must be considered by the teacher in order to maximise effectiveness. If feedback is not immediate, there needs to be an element of retrieval practice to make the experience most effective;
- feedback is provided both to teachers and students as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Students' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When feedback is received, there should be some evidence of learners using this information to further their knowledge and understanding.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF report *Teacher Feedback to Improve Pupil Learning (2021)* and toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Frequency of feedback

In line with the findings of the EEF report *Teacher Feedback to Improve Pupil Learning (2021)*, rather than having prescriptive expectations of the frequency of feedback, as a school we are focused upon the quality of interactive between teacher and learner in regards to feedback as this is what will make the most significant difference to the learner.

Feedback should be of a frequency whereby it is significant enough to move the learner forwards and to challenge their current level of skill, knowledge and understanding. As identified in the *Eliminating unnecessary workload around marking, the Report of the Independent Teacher Workload Review Group (2016)*,

'Marking (feedback) should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best ways of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher.'
(Copping 2016)

As professionals, we trust our teachers to engage in a level of feedback which is significant enough to move the learner forwards, but takes into account the well-being and workload of the teacher in a sustainable career. We do not have set frequencies of feedback, however each teacher is responsible for feedback with their teaching group and should be able to evidence that feedback in discussion, using student work to exemplify where and when feedback has taken place. Evidence of the feedback loop will be key to this.

Feedback and marking in practice. It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. **Immediate feedback** – at the point of teaching
2. **Summary feedback** – at the end of a lesson/task, or at the beginning of the next lesson
3. **Review feedback** – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils.

As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At JSTC, feedback may appear, albeit not exclusively, in the following forms.

Type	What it might look like	Evidence (for QA)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, Q&A, book work, strategies from EFA toolkit etc. • Takes place in lessons with individuals, small groups or whole classes. • Often given verbally to pupils for immediate action. • May involve use of an LSA to provide support or further challenge . • May re-direct the focus of teaching or the task. • May include dot marking. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of dot marking

Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity, or at the start of a subsequent lesson. • Often involves whole groups or classes. • Provides an opportunity for evaluation of learning in the lesson. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and postteaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
	<ul style="list-style-type: none"> • May take form of self- or peer-assessment against an agreed set of criteria. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. • May be supported by a Class Book Look feedback sheet. 	<ul style="list-style-type: none"> • May be reflected on a Class Book Look
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching. • May involve written comments/annotations for pupils to read / respond to. Provides teachers with opportunities for assessment of understanding. Leads to adaptation of future lessons through planning. • grouping or adaptation of tasks May lead to targets being set for pupils' future attention, or immediate action. 	<ul style="list-style-type: none"> • Acknowledgement of work completed. • Written comments and appropriate feedback loop. • Adaptations to teaching sequences tasks when compared to Schemes of Learning.