



# St Anthony's Girls' Catholic Academy

## Feedback Policy 2024/25

Approved by Governors:

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## What is Feedback?

The EEF Teaching and Learning Toolkit defines feedback as *'Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.'*

Feedback is extremely powerful. It is 'among the most common features of successful teaching and learning' with an average effect size of 0.79, 'twice the average effect of all other schooling effects' (Hattie, 2012). The Sutton Trust place feedback in its top 8 interventions at +8 months.

Feedback should be:

### **Manageable, Meaningful and Motivating.**

**Manageable:** marking practice is proportionate. It should consider the cost and time-effectiveness of marking in relation to planning and teaching lessons.

**Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and to incorporate the outcomes into subsequent planning and teaching.

**Motivating:** Marking should help motivate pupils to make progress. Through supporting students to develop mastery of a topic, we help to develop intrinsic motivation; high-quality feedback should do this.

## HOW WILL EVIDENCE INFORM OUR FEEDBACK PRACTICE?

The EEF guidance report on feedback states three principles of effective feedback. These link to the strands outlined above.

**1. Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment.** The use of AFL to find out what the students understand and have learnt and respond to it. Examples of this are:

- Effective questioning, including cold calling.
- All student response systems. Such as mini white boards, students RAG response.
- Carefully designed tasks, which provide evidence to the teacher of what the student is thinking.

**2. Deliver appropriately timed feedback that focuses on moving learning forward.** Feedback should focus on moving learning forward, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves. Specifically, high quality feedback can focus on the task (its outcome and advice on how to improve when doing that specific type of task), the subject (and the underlying processes within that subject), and self-regulation strategies (how pupils plan, monitor, and evaluate their work).

## What could this look like?

Verbal feedback	Written Feedback
<p><i>The EEF suggest that verbal feedback is the most effective form of feedback, with an average of 7 months progress being made on average.</i></p> <p>Verbal feedback is crucial since it is a quick and efficient way to provide pupils feedback. Students can immediately fix their work and take the suggested next steps after receiving verbal feedback. There are a variety of basic methods for providing pupils with spoken feedback:</p> <p><b>Live marking</b> This should be used to support students and check for understanding. When students are completing work independently or in groups, circulate the class to:</p> <ul style="list-style-type: none"> <li>- Check students are on task</li> <li>- Check student work is of the required standard</li> <li>- Read student work and check for misconceptions</li> <li>- Provide verbal scaffolded support</li> <li>- Support students with SPAG marking</li> </ul> <p><b>Modelling</b> Modelling should be used to address common misconceptions. Using a visualiser, live model what excellence looks like. Explain what you are doing and why to students - this will help to develop their own expertise. Follow this by creating a redraft led by student input. Techniques such as <i>I do, we do, you do</i> are useful for guided practice.</p> <p><b>Whole class verbal feedback</b> This should be used to clarify widespread misconceptions among students - these may have been identified during active observation. This is likely to be used following a class-wide activity. It will enable the teacher to correct any errors right away. After the teacher has read the work, it can also be used to discuss misconceptions. A visualiser can be used to share successes - demonstrating what excellence looks like in a particular subject area - or to model how to improve a response after which students would complete a period of DIRT.</p> <p><b>Small-group verbal feedback</b> This should be used to address a small number of students who share a similar next step and who would benefit from additional input and support to help them to address this next step. This strategy would be particularly useful when students are working in small groups.</p> <p><b>Individual verbal feedback</b> This should be used to address a specific next step with an individual student. The student is likely to need a highly tailored explanation to understand how to act upon a next step.</p>	<p>There is no expectation for written ‘red pen’ comment marking in books or on assessments. There is little evidence on the impact of comment marking;</p> <p><i>‘providing written feedback on pupils’ work has become disproportionately valued by schools, and the quantity of feedback has too often become confused with the quality.’</i> EEF</p> <p><i>‘Some forms of marking...are unlikely to enhance pupil progress. A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better.’</i> EEF</p> <p>OFSTED state <i>‘While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.’</i> - OFSTED Framework, 2019.</p> <p>However, after each summative assessment there is an expectation to provide <b>written feedback</b>, which students should engage with and act upon. Forms this could take:</p> <p><b>Whole Class Feedback</b> After reading student work create a whole class feedback sheet that includes:</p> <ul style="list-style-type: none"> <li>- General strengths of student work</li> <li>- Common misconceptions</li> <li>- Comments on technique and student presentation</li> <li>- Praise for individual students</li> <li>- Next steps / DIRT Activity</li> </ul> <p><b>Examiners report sheet</b> This form of feedback gives a break down of each question, how they were attempted (strengths and weaknesses) and any common misconceptions which need to be addressed.</p>

**3. Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.** This may include discussing the purpose of the feedback, modelling the use of feedback providing specific and concise feedback and the time to action it.

#### **Acting on Feedback**

- Exemplary work may be spotlighted under the visualiser and students asked to redraft.
- Common errors may be explored under the visualiser with students asked to think critically about how to correct the misconception.
- A 'good' piece of work may be shown under the visualiser with students working collaboratively to move it from 'good' to 'great'.
- Students will redraft an answer in green pen and/or complete a DIRT activity.
- In addition to this, green pen should be used by students to highlight when they have acted upon feedback throughout lessons. This includes corrections made during retrieval activities or responses to verbal feedback.

The full report can be found here:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/Teacher\\_Feedback\\_to\\_Improve\\_Pupil\\_Learning.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf)

#### **Feedback for Literacy**

All teachers are teachers of literacy, so SPAG marking is everyone's responsibility. There is an expectation that students in all subjects will use the literacy feedback code at the end of a piece of extended writing or assessed work to proofread and correct their work.

**In Summary, the simple Literacy Marking Code is:**

- Sp** Spelling error (your teacher will write out the correct spelling for you. You must copy it 3 times)
- Cp** Capital letter error
- P** Punctuation error
- ?** Something in your sentence does not make sense. Rephrase it.
- //** You need to begin a new paragraph

#### **Consistency in approach**

Led by Subject Leaders, departments should agree upon a best approach to feedback and this should be applied consistently by all teachers.