



## Feedback Policy

### Our Mission Statement

*At Highweek, we create engaging, curious and resilient learners by equipping them with the key characteristics of learning to enable them to embrace challenge and take risks. Through the strong culture of Growth Mindset and self-efficacy, we develop the values, skills and attitudes needed to become aspirational lifelong learners.*

“Feedback is one of the most powerful influences on learning and achievement.” John Hattie

### Feedback Policy

The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback throughout our school. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation, other expert organisations and research. The primary purpose of **Feedback at Highweek** is to **encourage pupil progress** and is not used for accountability or to please leaders or other external parties.

#### Laying foundations for effective feedback

- Before providing feedback, teachers provide high quality instruction, including the use of formative assessment strategies.
- High quality initial instruction reduces 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).

#### We deliver appropriately timed feedback that focuses on moving learning forward.

Teachers have the autonomy to 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 is an integral part of the learning process and is not a separate activity that only takes place after tasks are complete.
- Feedback focuses on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback focuses on the task, subject, and self-regulation strategies.
- Feedback is on-going, positive and expected.

- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, **is less likely to be effective.**
- Feedback is mainly given during the teaching of skills. End of unit assessments are for teachers' summative assessment.

### How Pupils receive and use feedback at Highweek

Careful thought is given to how pupils receive feedback.

Through our work around Growth Mindset, teachers implement strategies that encourage learners to welcome feedback, and monitor whether pupils are using it.

Teachers provide opportunities for pupils to use feedback in order for children to make progress and move their learning forward.

### We give purposeful and time efficient feedback

There is no 'one-size-fits-all' approach in terms of choosing the appropriate method or time for delivering feedback. These decisions are best made by professionals in the classroom in response to specific circumstances as they arise. We believe that prompt feedback, at the correct time in the learning process, guides a student at a time when they can still recall what they did and why and therefore has the most impact.

At Highweek we:

- model the use of feedback;
- provide clear, concise, and focused feedback (sometimes less is more!); and
- ensure pupils understand the feedback given

We use:

- live marking;
- coded marking;
- 'thinking like the teacher' (where pupils correct mistakes before handing work in); and
- on-going and effective verbal feedback delivered during the lesson.

### What feedback might look like in the classroom

- Meaningful verbal feedback given by teacher/adult to student
- Meaningful verbal feedback given by peers
- Random work analysis using previous work or iPad/visualisers with feedback from peers and teacher
- Reference to the learning pit, solo taxonomy and '3 questions' to aid pupils with talking about progress (*What am I trying to achieve? How much progress have I made? What can I do next?*)
- WAGOLL examples and co-constructed success criteria with aid of the ASK model
- Worked examples
- Verbally challenging misconceptions and celebrating Marvellous Mistakes with feedback from peers and teacher.

## What you will see



Single tick on the L.I. if **progress has been made** towards the expected standard for that session with the support of in-the-moment feedback strategies.



Double tick on the L.I. if the expected standard for that session has been **met** with the support of in-the-moment feedback strategies.

## What you might see



**Verbal Feedback**- to show that the teacher has had a meaningful conversation that has moved the student's learning forward.



All work is assumed **independent** unless one of the following symbols is used:

**Guided**- The student accessed the session as part of a guided group with an adult.



**Supported**- The student accessed the session with the focused support of an adult.



**Peer work/peer support**- The student accessed the session with the support of a peer.



**KS1 & LKS2 Pink highlighter**- used to show the student where they have specifically met the expected standard for the session (WWW).



Pride

**UKS2 Purple tick** - used to show the student where they have specifically met the expected standard for the session (WWW).

Teacher may offer a 'Wow' and will indicate if it is being awarded for pride, presentation, progress or perseverance.



**Purple pen annotations (EBI)**- Teacher uses purple pen annotations using their professional judgement to best communicate their feedback to their student. (Circle, arrow, small written comment). If the L.I. has been met, this might not be needed for this specific session of learning.

**Written feedback**- If the teacher has used their professional judgement and feels this will have an impact on the student's progress.

**sp** Spelling error

### Responding to Feedback



Students using a green pen when they are making self-initiated improvements or they are responding to their teacher's feedback using their '**Growing green**' pen.  
e.g. On Monday, we returned to school.

### Peer Feedback



**Peer feedback**- A student has been given verbal feedback by peer.



If written peer feedback is given, it will be written on a lined sticky note which will be stuck in the student's book along with the piece of work it is in reference to. Students may respond to peer feedback using their '**Growing green**' pen, too.

