



# Feedback Policy

# Intent

**At Norwich Road Academy, we recognise that feedback enables our academy community to grow and develop in a positive way, for all stakeholders. Our aim is to foster an ethos whereby feedback is given and received in a positive way, in order to promote progress and improvement in all areas.**

We encourage parents and carers of children (our pupils) to feedback to us regarding their experiences of our organisation. We use this to reinforce or adapt our approaches and arrangements.

As educational professionals, we work closely with each other and foster an open-door policy, which encourages collaborative working and developmental feedback. This supports the quality of our pedagogy and consistency across the academy. We want our pupils (our learners) to be engaged, productive and successful in their learning experiences.

As part of our professional pedagogy, we will utilise feedback, including marking, to support our learners to make progress that continually builds on prior learning and our expectations. We aim to make our feedback as effective as possible for learners, whilst acknowledging that a poorly managed feedback process can not only be detrimental but can also have negative workload implications for staff.

***'All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap where a pupil is and where the teacher wants them to be. This is a crucial component of high-quality teaching and learning and can be seen in classrooms across all phases and subjects.'***

*Professor Becky Francis, Teacher Feedback to Improve Pupil Learning, Education Endowment Foundation Guidance Report.*

This policy aims to ensure that feedback and formative assessment are applied consistently across the academy with the desired positive impact on our learners. Our approach builds on Sweller's Cognitive Load Theory, Rosenshine's Principles of Instruction, the work of the Education Endowment Foundation, John Hattie and our own 'Curriculum Mantra'.

***'The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops of feedback'. Professor John Hattie, Influences on Student Learning.***

For feedback to be effective for children's learning, the classroom climate and relationships need to support it. There should be a dialogue between learners and the adults leading and supporting their learning. The foundations should be in place for valuable feedback to be given and for learners to engage and respond to it.

# Implementation

## *Meaningful, Manageable and Motivating*

At Norwich Road Academy, we believe that effective feedback is integral to good teaching and learning processes. By actively involving pupils, we wish to **empower** their involvement and **motivate** them into learning swiftly and making accelerated progress. We are also conscious of policy expectations on the workload of the professionals working with them.

Four types of marking and feedback will *usually* occur during teaching and learning at Norwich Road Academy:

1. Teachers and teaching assistants will intervene to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given to a pupil or a group.
2. 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
3. Developmental feedback, in which written comments may be made against the Learning Objective and the Success Criteria for that lesson and a response from pupils is required to strengthen the teaching and learning process, in order to accelerate and deepen learning. 'Next Steps' and 'Even Better Ifs' will be clarified here.
4. Self-assessment and peer assessment of the attainment and success of a piece of work.

In the devising of this policy we have utilised the recent work from the Education Endowment Foundation.

### What is teacher feedback?



From 'Teacher Feedback to Improve Pupil Learning', EEF Guidance Report

## Education Endowment Foundation's summary of recommendations from 'Teacher feedback to improve learning'.

1. Lay the foundations for effective feedback.
2. Deliver appropriately timed feedback that focuses on moving learning forwards.
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.

### 1. Laying the foundations

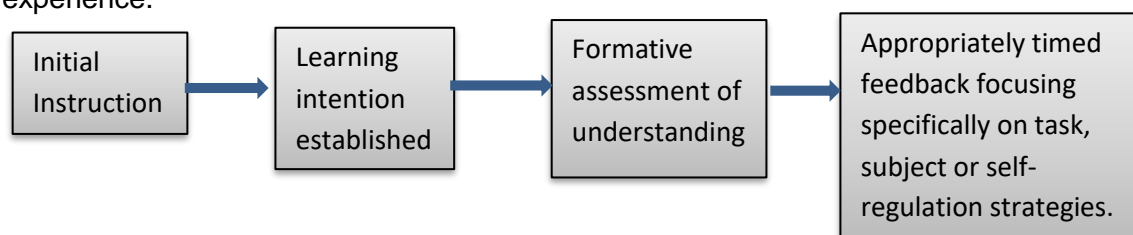
Implementing this philosophy means that teachers should think very carefully about how they use feedback and what foundations that they have in place beforehand. They should have provided high quality instruction, using strategies to secure understanding and utilising formative assessment. This will support the setting of clear learning objectives and assessing learning gaps, that enable productive feedback. Children also need to be 'owners of their own learning' (*William, 2018*).

Learning environments should be scaffolded to support progress, reinforcement and learner self-review. Our classrooms have consistent features to promote independence, facilitate success and enable valuable feedback. These include:

- Working walls providing visual resources supporting current and prior learning.
- Examples of adult modelling.
- Key vocabulary.
- Representations.
- Scaffolding of key facts and knowledge.
- Sequencing of the learning journey.

### 2. Appropriately timed delivery

The timing of feedback needs to be well-considered by the teacher leading the learning experience.



Assessment can take a range of forms and should be used to inform further teaching. Assessment for Learning (AfL) is supported by our 'Curriculum Mantra' at Norwich Road Academy. Learners should be engaged and elements, such as 'no hands up,' enable teachers to evaluate children's understanding. AfL should inform feedback and the tailoring of subsequent support or extension of learning.

Feedback could be given at the beginning of a session to address a misconception, during learning or later on. Delayed feedback may be beneficial as it may encourage learners to fully engage with their work and retrieve information that they have learned, this could help pupils remember more. However, this should not take longer than a week to give.

Learners are expected to self-review their learning by self-assessing against the learning objective and associated success criteria.

This policy does not specify amounts of written feedback to be given but does make it explicit that the implementation of the policy should be evident. There should be examples of clear modelling and 'next steps' in children's work, that guide their progress and provide reference points. It should be clear that, by talking to children about their learning and by reviewing their work samples, that the feedback strategies outlined in this policy are being utilised.

Effective feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

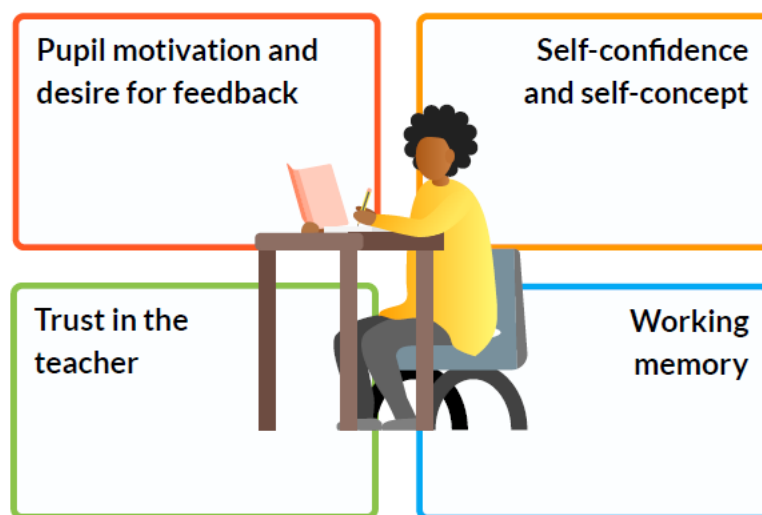
***'This first fundamental principle for effective feedback is that feedback should be more work for the recipient than for the donor'. Dylan William***

### 3. Planning for pupils receiving and using Feedback

Teachers and teaching assistants must consider the factors that may affect the child's use of the feedback given. Do they want to or are they capable of acting on the feedback given? Children need to understand the feedback and the purpose of it. The correct scaffolds must be in place to support this.

A positive classroom climate, with a supportive learning environment, will foster engagement in the feedback process. The delivery of (and response to) feedback may have to be modelled and the associated language made explicit. The consistent application of this policy in the academy will support this and develop a confidence in the process and use of the associated language.

*Factors that may influence a pupil's use of feedback, EEF 2021*



### 4. Written Feedback

Our feedback policy is considerate of teacher workload in its expectations. This policy reinforces a balanced approach and advocates high-quality, workload-conscious written feedback, used in conjunction with other methods, with the correct foundations in place.

As Mary Myatt (2018) highlights,

***“The question needs to be asked: ‘Who is this for?’ The pressure to produce large amount of written marking means that it is often done quickly, comments are superficial and ‘next steps’ are vague.”***

Written marking, therefore, should be timely, well-considered and relevant to the learner. It should be constructive and facilitate progress.

Adults handwriting should model the academy font and expectations for learners in that year group. Written comments should follow the philosophy within this policy and utilise our feedback codes.

It should be ensured that adults’ time is not wasted in providing written feedback and that children should be given the time and responsibility to act on them.

#### 5. Verbal Feedback

Verbal feedback can be delivered in a variety of different ways. It can be pre-planned and highly structured, such as whole-class feedback or a structured discussion. The use of a visualiser in a whole class session can be extremely powerful in reinforcing a teaching point and providing feedback. Alternatively, it can be instantaneous and spontaneous, such as quick prompt task advice (‘you have missed your capital letters for proper nouns’). It can be directed to an individual pupil or a specific group, with shared learning needs. On the other hand, it could be offered to a whole class. It can accompany written feedback or it can stand alone.

Verbal feedback may offer a time-efficient alternative to some forms of written feedback, however careful thought and consideration is still required and children should value it equally.

Our belief is that valuable feedback can be given to a learner whilst they are participating in the learning activity, or shortly afterwards. Feedback utilised in this way can address misconceptions before they can become embedded. This can take the form of a discussion by the teacher or teaching assistant, with the individual or a group. Where verbal feedback is given, it should be evidenced with the code ‘V.’

The teacher should identify which pupils should be prioritised for feedback during a session as it may be difficult to attempt this for every child. It is important that all learners have access to prompt verbal feedback and learning discussions. Higher attaining pupils must be also supported with advice in moving their learning forwards effectively, along with those targeted children.

#### **Effective feedback should:**

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contribute to accelerated learning.
3. Support teachers’ assessment knowledge of each pupil as part of thorough Assessment for Learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning

## **Moving learning forwards and 'Next Steps'**

It is important that children know how to move their learning forwards and what they may need to do to improve. Given feedback should support this understanding and be part of an engaged process between both parties.

'Next Steps' should be identified as part of this philosophy and should be evident at least weekly in children's work samples. This should be noted with the appropriate marking symbol (see guidance below) and the learner should be fully aware of the process and their responsibility within it.

Learners should always acknowledge any written feedback comments made in their books by the adults working with them. This evidences their engagement in the process. It is an expectation that 'Next Steps,' corrections and guidance should be acted upon. It is the Teacher's and Teaching Assistant's responsibility to monitor this.

## **How will this look in Norwich Road Academy?**

We use a wide variety of feedback tools to ensure that children know what aspects of their learning they have demonstrated effectively or secured and what they need to do to move their learning forward.

When giving Feedback, it is useful to consider the '**3E**' approach:

- Is there an **error** here, or a misconception that needs addressing?
- Can I **embed** this learning further?
- Is this learner ready to **extend** their learning?

It is important that learners have time to act on their feedback and the impact is monitored. It is an expectation that feedback is engaged with and that progress is visible in work samples.

When planning feedback, it can be clarified by highlighting achievements with 'What Went Well' or W.W.W. Areas for development can be identified through 'Even Better If' or E.B.I. and sharing 'Next Steps'. Children should be familiar with these terms.

## **Learners should receive feedback for each piece of work.**

At Norwich Road Academy, we believe that children should receive a range of feedback opportunities across their learning week. This should be evident in the children's books, the expectation is that the work should have been marked or reviewed before the next piece of work is completed, unless there are exceptional circumstances.

Feedback from children tells us that they appreciate positive feedback. This supports the building of relationships in the classroom. Positive feedback should be praise specific and linked to the Learning Objective, Success Criteria or an academy Value. This can include a symbol or a more detailed written comment.

## **Learning Objectives and Success Criteria.**

Our Learning Objectives are question based. This supports pupils self-assessment. They are clarified with pupils to ensure that lessons are purposeful for all, and the intention is clear for each lesson. Articulating the Learning Objective, either knowledge or skill based, ensures that the effectiveness of the learning session can be reviewed and feedback can be tailored accordingly. The identification of 'Success Criteria' supports learning with steps to successful

learning made clear. This supports pupils with clear expectations, to enable self-review and assessment.

We make this clear and consistent at Norwich Road Academy, with the following presentation expectations in children’s exercise books, for Years 1 - 6:

<b>Year Group</b>	<b>Learning objective</b>	<b>Success Criteria</b>
<b>Year 1</b>	Stuck in books	Stuck in books
<b>Year 2</b>	<b>Stuck</b> in books – Autumn and Spring term <b>Write</b> in books – Summer term	Stuck in books in Autumn term <b><i>Spring and Summer term no success criteria in books.</i></b>
<b>Year 3</b>	Written by the child in books	Stuck in books  <b><i>Year 6 - Spring and Summer term no success criteria in books.</i></b>
<b>Year 4</b>		
<b>Year 5</b>		
<b>Year 6</b>		

(Writing the date – from the summer term in Year 2 – YR6, children to write the full date for English/foundation subjects and the ‘short’ (number) date for mathematics).

***Year 2 and Year 6 – Spring and Summer term there is no success criteria in books due to moderation requirements.***

## **Specifics**

### **Early Years and Foundation Stage**

In the Early Years, ongoing assessments and feedback are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals at the end of the Reception year. We make anecdotal and systematic observations and assessments of each child's achievements, interests and learning styles. These observations feed directly into assessment and planning to create a cohesive and efficient system where we plan relevant activities and opportunities for each child. Feedback is given to the child verbally at the moment of relevance. Children are given the opportunity to discuss this feedback and reflect upon their own achievements, lessons learned and challenges. Each child has an online Learning Journey called ‘Tapestry.’ The use of Tapestry encourages parents to make contributions to the observation and assessment process too.

In Reception, pupils have a ‘Busy Book’ that contains their morning work and Maths activities.

LOs: Learning Objectives are displayed on the work along with the date. These are highlighted in green if a child has achieved the LO.

‘Next Steps’ are used and these are discussed with the children.

Annotations: Children’s work is annotated where necessary (using a pencil/ green pen - teacher, purple pen - TA) giving the context to the piece of work and/or recording the ‘voice of the child’ or for legibility reasons.



**I** stands for 'Independent.' If a pupil has worked independently for a section of the work or for the whole piece, an **I** will be recorded next to the relevant part. A guided piece of work will be Teacher or TA supported.

## **Key Stages 1 and 2**

It is important that learners have time to act on their feedback and the impact is monitored. It is an expectation that feedback is engaged with and that progress is visible in work samples.

Learners should receive feedback for each piece of work. This could be in the form of:

- Self-assessment or review, supported by children's red pen use and following teacher or Teaching Assistant guidance.
- Whole class feedback, supporting above.
- Peer assessment, supported by children's red pen use and guided by adult expectations.
- Verbal feedback provided by teacher (in green) or teaching assistant (in purple) and annotated by 'V'.
- A short written review by teacher (in green) or teaching assistant (in purple) highlighting success and agreement with ✓, noting corrections needed or addressing misconceptions with a small dot. This may also include marks and scores.
- Deeper, more developmental marking. This may review a more detailed way to the success criteria and identify 'next steps'.
- Any written feedback should utilise the academy criteria (see table below).
- A praise comment, sticker or stamper. This will evidence recognition of effort and success. We have a NRA 'Super Learner' stamper for this reason, which can be used as part of this process. This supports positive classroom relationships and children should be clear with why this was given.

At Norwich Road Academy, we believe that children should receive a range of feedback opportunities across their learning week. This should be evident in the children's books. The expectation is that the previous work should have been marked or reviewed before the next piece of work is completed, unless there are exceptional circumstances

## **Mathematics and English**

Teachers and Teaching Assistants should aim to work with one English / mathematics group, at least, for each session, giving direction and instruction as the task progresses or at the end of the activity. This will provide valuable opportunities for modelling, challenge and feedback.

Teachers and Teaching Assistants should write the symbol 'TT' on pupil's books to show instruction has been given in lesson time. When feedback has been given, the feedback criteria should be used.

### **In English:**

Teachers and Teaching Assistants should feedback to pupils whilst they are working. TT should be put in the margin when 'teacher talk' has taken place. This ensures pupils receive constructive feedback at the point of working, particularly working in a group. Other books not focused for the TT comment on any particular day to be marked with acknowledgement marking eg. dot and tick system, and marking criteria symbols.

When marking books, teachers or teaching assistants should make a note of any common mistakes/misconceptions. These can be fed back to the pupils at the next appropriate time, before writing is revisited again.

If any extreme issues arise for a group of pupils, then it may be appropriate for the teacher to take these pupils aside once the rest of the class are engaged.

### **'No Excuses'**

NRA 'No Excuses' for writing should be enforced *across the curriculum* to support high expectations and progress. With those children with particular and individual needs, feedback using the 'No Excuses' philosophy can be tailored to align with their personal plans. However, progress towards these expectations should be evident.

### **Spellings**

Any miss spelt words should be underlined and the correct spelling to be written by the adult marking the work, modelling appropriate handwriting. The spellings need to be written out 3 times by the child. It is at the teacher's discretion which words are chosen if there are a number of errors. A maximum of three should be identified for rewriting and these should be reviewed for accuracy.

Children will have a spelling-bank card in their books and corrected words should be added to this bank.

### **Grammar**

Grammar sessions will serve as an opportunity to practice and recap skills taught in previous year groups and in previous weeks of the current year group. They may be linked to 'No Excuses'. These tasks will be either self or peer marked by the children. Tasks need to be completed in their English books.

### **Mathematics**

Feedback for mathematics should incorporate the main features above. Any specific mathematics vocabulary should always be correctly reinforced and inaccuracies picked up. Children should be encouraged to secure their understanding of place value, number formation and placement, along with the setting out of calculations.

Developmental and 'next steps' feedback should follow the **3E** approach. This will support our Mastery approach in mathematics.

### **Other subjects**

Wider areas of the curriculum should follow the philosophy of this policy and make reference to features, such as 'No Excuses'. The teacher should share the Learning Objective and Success Criteria at the start of the lesson and display it on the board. All children need to know what they are learning and what they need to do to achieve the objective. 'Knowledge Organisers' and 'Flight Paths' should support the objectives and help the learner understand the sequence of their learning. The implementation and impact of this Feedback Policy should be evident in work samples.






### **Pupil self-correction**

Pupils should rule a pencil line through their mistake. The use of rulers in setting out work is an academy expectation.

## Feedback and Marking Criteria

The Feedback and Marking criteria should be displayed in classes and in pupils' books. Teachers, Teaching Assistants and children should be equipped with the correct pens and information regarding codes. If a teacher is absent for any reason and a replacement teacher is leading the learning, the expectations within this policy will be shared by the teaching assistant and parallel colleagues, where available.

### Feedback and Marking Criteria - For Years 1 - 6

Symbol	Criteria
TT	When teacher direction is given during a group activity, place the symbol at the stage input was given or at the end of the piece of work.
● = not met √ = met	Success criteria has been met. Mark each statement with a symbol.
	Grammar and punctuation errors. Error to be circled and correction made above the circle.  As children progress to Y5 and 6, teacher to use discretion whether the correction is added.
?	I don't understand/I can't read it
//	New line
MB (Initial of the adult giving support)	Support given to pupil by specific adult
	Verbal feedback given
<u>parth</u> sp. path	Spelling mistakes:  Incorrect word underlined in text. 'sp. path' indicates correction needed.  One line from teacher/TA = 3 spelling corrections
G I	Group work Independent work
	Next steps comment responding success criteria and meeting the learning objective
W. W. W.	What went well
E. B. I.	Even better if
 fronted adverbial	Positive acknowledgement, linked to LO and Success Criteria, linked to grammar, for example.
	NRA 'Superlearner' stamp. This highlights positive achievements, in line with our academy values and ethos.

## **Marking colours**

**Teachers** mark in **green pen**

**Teaching assistants** mark in **purple pen**

**Pupil / peer** marking in **red pen**

Record on children's work the initials of the adult working with the child if you are not the usual teacher or teaching assistant.

## **Impact**

The impact of this policy will be demonstrated in the progress that children make during their educational journey at Norwich Road Academy. Their work samples should evidence the high standards expected and improvements should be visible over time.

The policy's implementation should promote a consistent approach and developmental progress, in the utilisation of feedback to promote effective learning across the academy. With the use of a common language, engagement and communication codes, feedback should be high quality and have a positive impact on children's outcomes.

Classroom climates should be united in a collective learning mission. When talking to children about their learning, they should take pride in it and be able to confidently discuss feedback and the role it has to support their learning. Children should be able to articulate the progress and achievements that they have made, along with the 'next steps' that they are working on to improve further.

Our aim is that this policy will positively impact learning attitudes and children will use this to make further progress in this throughout their life.

Linked policies and documents:

Curriculum Policy and Intent

Maths Policy

English Policy

Norwich Road Academy – No Excuses

Teacher Feedback to Improve Learning, Educational Endowment Foundation 2021