

# Feedback Procedure

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- o Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- o Be specific, accurate and clear
- o Encourage and support further effort
- o Be given sparingly so that it is meaningful
- o Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- o Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

At Great Rollright, we believe that pupils make the most gains in lessons when feedback is immediate and misconceptions are addressed at the point of learning. Therefore, we have adopted an 'In the Moment' feedback approach.

Throughout independent learning stages of a lesson, the class teacher and teaching assistants will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required.

Rapid and responsive interventions may also be used and could be delivered by teachers or teaching assistants. These may take the form of a pre-teach, in-lesson intervention and/or a post lesson intervention.

Teachers are free to determine how this looks within their individual classes but will use the shared marking code if formal marking is required. This is set out as follows:

- ~~~~~ - underlining in blue to indicate 'brilliant' examples of where the objective has been achieved
- \* - area for focussed improvement written in green. This indicates an area which needs 'growing'
- ~~~~~ - purple underlining, improvements and comments are made by the children to indicate 'polishing'

This code is displayed in every classroom and can be used equally by the children through peer and self-assessment activities.

When appropriate, a piece of written work will have the lesson objective written, printed or scribed as a title as the top of the work.

If an improvement comment is written, it will be scaffolded appropriately (reminder, scaffold or example). Children will be given time to respond to the comment made and to make the necessary improvements. Class teachers have a responsibility to communicate the methods of feedback to their pupils and ensure that all pupils understand how they will be provided with feedback.

Children are always encouraged to take pride in the presentation of their work.

These guidelines are intended to reflect the overall consistency and continuity which we aim to provide for children throughout the school.