



Inspiring All to Excellence



Heathfields Infant & Wilnecote Junior Academy

Feedback Policy

Document Control

Document Title	Feedback Policy
Author	Mrs Williams
Reviewed by	Mrs Williams
Department/Subject	Curriculum
Document Status	Approved
Approval	Governors
Publication Date	Spring 2022
Review Date	Spring 2024
Issued to	Wilnecote Junior and Heathfields Infant Academy

Version Control

Version	Date	Amended by	Comments
2	January 2022	K Williams	Non-negotiables, condensed.

Rationale

John Hattie states the purpose of feedback is, “To reduce discrepancies between current understanding and the desired goal.” Hattie suggests that these discrepancies can be reduced by the teacher by setting appropriate challenges and goals as well as supporting pupils to reach these goals. Discrepancies can also be resolved by the pupil themselves by asserting more effort or by trying a different strategy or by abandoning or blurring the goals.

“Providing effective feedback is challenging. Research suggests that it should be specific, accurate and clear (e.g. “It was good because you...” rather than just “correct”); compare what a learner is doing right now with what they have done wrong before (e.g. “I can see you were focused on improving X as it is much better than last time’s Y...”); encourage and support further effort and be given sparingly so that it is meaningful; provide specific guidance on how to improve and not just tell students when they are wrong; and be supported with effective professional development for teachers.

Broader research suggests that feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils. Feedback can come from peers as well as adults.” Education Endowment Foundation June 2018.

More recent research into Metacognition Education Endowment Foundation 2019 suggests that learning is most powerful when the children are able to consciously reflect upon the cognitive strategies they have been using and how successful they have been. As a school, we have been learning about growth mindset and the power of positive psychology, therefore our feedback policy needs to reflect how these can help children see the progress they are making.

How will it work in practise?

The research above suggests that the most effective feedback is specific, accurate and clear therefore all feedback will be given at the point of learning in the lesson either by a teacher, teaching assistant, peer or the pupils themselves.

Each pupil will be shown how they have achieved the learning through pink highlighter in every session in every subject. This will allow teachers to see how well the children have achieved and identify any misconceptions to be taught either as pit stops or in subsequent lessons. At least once a week or every half term for lessons taught less once a week, the green highlighter should be used to indicate a next step. A maximum of 3 spellings will be highlighted in green for each lesson to be corrected in purple.

It must be clear that teachers and teaching assistants use their AfL to adapt lessons as they happen and for the next day to ensure that all groups are being sufficiently challenged or supported. This will mean that classes across a cohort will need slightly different teaching as they move through a unit of learning.

Children will be given the opportunity during pit stops and plenaries to discuss their learning in terms of the cognitive strategies they have used and which ones have worked for them.

Non-negotiables

- AfL needs to be used within the lesson so that misconceptions are addressed and that pupils are moved forward. **Purple pen** should be used by children to correct mistakes and misconceptions.
- Teachers will insist on high standards of presentation at all times and where it is evident that pupils have not tried their best, they will be asked to improve their work.
- Ability appropriate spelling, punctuation and grammar mistakes must be identified so they can be corrected by the pupil. These can be identified with a **green highlighter** or with a symbol in the margin as appropriate. (Maximum of 3 spellings)
- **Pink highlighters** will be used to identify where children have used the skills they have been taught. They will be able to see the progress they have made through looking at what has been highlighted. They also be used to highlight where children have improved their spelling.
- **Green highlighters** will be used to acknowledge corrections, the steps to success.
- **Purple pens** will be used by children to reflect on where they can show evidence of skills, to edit and improve their learning and make corrections where needed.
- **Pink** and **green** colouring pencils will be used by pupil to evidence where peer and self-assessment has taken place.
- The level of feedback given in all subjects should be consistent and reflect our curriculum intent; that all subjects are equally important.