Primary Feedback Policy

1. Rationale

As a centre of excellence at the heart of our community we recognise the important role feedback plays in securing outstanding teaching and learning. Research shows that feedback is one of the most powerful influences on learning and achievement (*Hattie & Timperley, 2007*).

2. Purpose

The purpose of this policy is to establish a comprehensive and constructive approach to the way in which primary school students receive feedback. In this approach students will be routinely involved in assessing their own learning, which together with teacher feedback, enables them to feel valued and to effectively reflect, improve and progress their learning so that they reach their full potential.

Feedback is used to inform planning for progress through a cycle of teaching that promotes genuinely personalised differentiation and planning, which is informed by an in-depth knowledge of the class.

3. What feedback looks like at RAK Academy

Modes of effective feedback at RAK Academy include:

- Verbal feedback
- Self-assessment
- Peer assessment
- Developmental marking

The mode of feedback is determined by the teacher and may be undertaken at the point of teaching (immediate feedback), at the end of a lesson or task (summary feedback) or away from the point of teaching (delayed feedback). It is recognised that each mode of feedback is most effective when pointing out success and improvement needs against our steps to success. It is expected that:

- Students will receive feedback in every lesson, through verbal, self and/or peer assessment modes.
- Feedback will be offered using clear steps to success, which have each been shared and modelled to students.
- Students in Key Stage 1 and 2 will receive one detailed piece of written feedback every five lessons from their teacher for core subject areas, using blue or red pen in the form of a positive comment related to steps to success and next steps in learning.
- Students will be given the opportunity to act on *next steps in learning* during reflection time. This improvement will be distinguished by the use of green or purple pen.
- Students will also be given the opportunity to highlight for self-reflection in yellow.
- All other work completed by students will be marked using green (for good) and pink (for think) highlighters.

Where portfolios or books are not used, such as for specialist teachers, feedback will be in the form verbal feedback or photo/ video evidence with clear next steps in learning and student responses. Adherence to the Primary Feedback policy is a non-negotiable for all primary teachers at RAK Academy.

3.1 Positive Feedback

Positive feedback, verbal or written will provide clear information about what the student has achieved in relation to the steps to success.

Positive feedback will not include praise directed towards the student (e.g. "you are a very able student").

3.2 Next Steps

Next step feedback, verbal or written, are to contain non-judgmental information about what a student needs to do to improve, correct or work on. They should be specific, short-term, achievable and related to the steps to success.

Hattie (2005) suggests that *Even Better If… / Next Step* comments should be differentiated into three types that form a rough taxonomy:

1. Task orientated – These are aimed at ensuring students have learned the facts, knowledge and skills that they need (e.g. "Can you create a word problem using this skill...")
2. Process orientated – These focus on the processes used to perform the task or level of the product (e.g. "Can you explain how you came to find this answer")
3. Self-regulation orientated – These prompt students towards the ultimate goal of all feedback, accurate self-assessment (e.g. "Write down what you think you could have done to improve this piece of work") use of yellow highlighter to demonstrate where steps to success have been met.

Next step… comments give specific information about the student's next steps towards success.

4. Feedback through Self and Peer Assessment

The ability to peer and self-assess work needs to be developed in subjects and planned in schemes of work. The teaching environment should be such that students feel comfortable in judging their own learning and the learning of others, and can advise ways to improve it. This process will be modelled to students at the start of each academic year, and periodically as needed during the acadmic year.

Peer and self-assessment provide the opportunity for the teacher to observe and reflect on the learning that has gone on within the classroom. Peer and self-assessment can take different forms, e.g. through verbal and written feedback. This will be evidenced in students' books, portfolios and online learning platforms.

The criteria for evaluating learning outcomes must be clear to the students. If criteria are abstract/subjective, then clear examples should be given on which students can model their practice.

The criteria for peer and self-assessment mirror the criteria for teacher marking and will point out success and improvement needs. The comments must relate to criteria that are understood by all students and relate to specific areas.

In order that the skill of peer and self-assessing work is embedded, the work that has been peer or self-assessed should be read and acknowledged in written by the teacher to quality assure the feedback given. If the comment given is inappropriate the teacher will correct this.

Comments made by students when peer/self-assessing work will be written in green or purple pen. This will make it clear to the students/teachers/observers what method of assessment has been used. The teacher shall then validate or moderate the assessment in red pen.

5. Reflection Time (RT)

Students will be given opportunity to respond to the teacher's feedback and make the recommended improvements. Improvements will be undertaken in purple pen.

6. Feedback for Progress

The traditional cycle of teaching activity follows a model of:

Plan	→	Teach	→	Mark

Feedback for progress leads to the teacher planning lessons informed directly by the student's learning needs and feedback. The preferred model, shown below allows for genuine personalised differentiation and planning that is informed by an in-depth knowledge of each Student and of the class as whole.

Teach	→	Mark	→	Plan

7. Literacy Feedback

Literacy is the responsibility of every teacher, in every classroom.

The expectation is that:

- Literacy is explicitly taught in every lesson.
- Literacy concepts and keywords are explained explicitly to students

It is important to identify Literacy errors as part of the feedback process.. It is then the students' responsibility to respond and rectify errors when they receive their work back as part of the reflection process (1.5).

8. Early Years

As part of Early Years feedback, teachers make systematic observations and assessments that can be recorded between adult speak and child speak followed by further observation to demonstrate progress in learning from feedback. Evidence of this will be demonstrated in each child's learning journey/ portfolio. Where applicable, portfolios will include targets that the child has met or is currently working towards.