



# Feedback Policy

## OVERVIEW

At Christ the King we are committed to offering our children the best feedback for their work in all areas of the curriculum. We recognise the importance of feedback and that its purpose is for children to make progress and understand how to make improvements to their work. This school policy has been established based on key research around the best way to give effective feedback. We understand that the feedback we give to our children must be precise, purposeful and manageable.

In John Hattie's visible learning research, where 0.4 is considered average effect size for children making progress, feedback holds a 0.73 effect size indicating feedback has an above average effect on children's progress. However, according to Hattie's research, feedback is also considered one of the most variable factors meaning in order for it to be effective it needs to be delivered in the right way with purpose and precision. This is what we aim to do at Christ the King.

## Inclusion

Christ the King is an inclusive school and in each class there are children with a range of additional needs. Our school recognises that children, with these different needs, sometimes benefit from a modified feedback policy. All children are entitled to receive feedback for their work.

## Contents

- Feedback in all subjects
- Feedback in RE
- Feedback in English
- Feedback in Mathematics
- Feedback in Science and foundation subjects

## Feedback in all subjects

Feedback will be offered to children during and after each lesson verbally.

Verbal feedback is an effective way of giving timely and accurate feedback to the children. We engage in active dialogue with the children as to their achievements, how to improve their work and take the next steps in their learning.

Teachers may give feedback on an individual level, to a group or to the whole class. Teachers are not expected to complete written feedback in books. Teachers are expected to review all work completed by the child and to acknowledge this. A mark will be given beside the learning intention in a different coloured pen to that which the child has used.

- A double tick indicates that the L.I has been fully achieved
- A single tick indicates that the L.I has been partially achieved
- A dot indicates that the L.I has not been met

Teachers may choose to use written feedback either within the lesson or when reviewing work if they believe it is necessary to ensure progress in the child's learning. Written feedback may include providing a scaffold or asking children a written question. Again, teachers will use a different coloured pen to that which the child has used.

Teachers may employ peer or self-assessment within their lessons. If children are using peer feedback or self-feedback they should indicate so by writing PF or SF at the top of their piece of work. When conducting peer and self-feedback children will use a purple pen.

Teachers will give verbal feedback in a variety of ways. It may be immediate feedback throughout the lesson either by addressing the whole class or talking to an individual. Teachers may give their feedback to the class in the following lesson through dedicated feedback time where positive work is shared and encouraged and common misconceptions

are addressed and corrected. Teachers at times will give feedback where children will be made aware of how they have performed and whether they have given correct or incorrect answers. Teachers may give feedback where children are required to re-do work or carry out an exercise to show an understanding of misconceptions and how to reflect upon and edit work.

Teachers will use whole class feedback sheets in each subject to keep track of misconceptions and progress. Whole Class feedback sheets may be reviewed as part of monitoring by the Senior Leadership Team or the subject leaders.

#### Feedback in RE

In RE, teachers are not expected to provide any written feedback in RE books. As an alternative to written marking in books, teachers will be expected to make notes on a Whole Class Feedback sheet weekly. The whole class feedback sheets will identify examples of good work; common mistakes and misconceptions; links to scripture; key words to be addressed; standard indicator link and missing / incomplete work.

#### Feedback in English

In English, teachers are not expected to provide any written feedback in English books. As an alternative to written marking in books, teachers will be expected to make notes on a Whole Class Feedback sheet weekly. The whole class feedback sheets will identify common spelling errors, punctuation omissions, handwriting form and misconceptions identified in the general writing style of children. The sheets will also identify good work and this should be shared with the class. Teachers will use a whole class feedback sheet for each extended write in English.

#### Feedback in Maths

In Maths, teachers are not expected to provide any written feedback in books. As an alternative to written marking in books, teachers will be expected to make notes on a Whole Class Feedback sheet weekly. The whole class feedback sheets will identify common errors and misconceptions that need to be addressed whole class/ in a group/ individually. The sheets will also identify good work and this should be shared with the class. Peer and self- assessment will be used alongside.

#### Feedback in Science and foundation subjects

The use of whole-class feedback sheets extends across all subjects, including Science and the Foundation Subjects. Once a piece of work has been reviewed by a teacher, they are to use a whole-class feedback sheet to make key notes that will be beneficial to their practice. This might include, for instance, a misconception that will need to be addressed in successive lessons, or an excellent example of learning or a task that can be used as a model. In all instances, the notes must be **subject specific** and should go beyond secretarial information, for example handwriting and presentation of work.

Staff are required to complete a running feedback sheet per unit of work.

Many topic lessons will include a session where children receive whole class feedback about strengths and areas for development. Teachers are required to use their discretion in providing feedback in these lessons. If children are ready to 'move on', then feedback should be timely and minimal. In this instance, it would be important to highlight and praise quality work.

If it has been identified that if there are **subject specific** misconceptions, then these should be addressed.

J. Selby and P. Heery (October 2022)