



# STEP Academy Trust

## Feedback Policy

**DATE OF POLICY:** Spring 2018

**Review:** Autumn 2020

### Introduction

The STEP Academy Trust Board of Trustees has agreed this Policy and as such, it applies to all Academies within the Trust.

Feedback to pupils in STEP Academies is driven by the STEP Way and the intent to ensure consistent excellence in instruction and outcomes.

Feedback within STEP Academies is driven by the needs of the pupils within individual Academies and the context of those Academies and is, therefore, discrete, singular and distinct. Nonetheless, any approach is expected to ensure that the STEP Standards are achieved and that academicians are on track to attain these standards by the end of KS2.

Feedback to pupils is thus expected to be manageable, relevant, appropriate and likely to result in improvement and progress. Where possible, oral feedback at the point of learning is privileged over written feedback that takes place at a distance from learning.

See Appendices for individual Academy approaches to feedback.

## Feedback and Marking Approach Hawkes Farm Academy

It is important to distinguish between feedback and marking, as the two are often confused for the same thing. Feedback can take many forms in the classroom, be it written marking in children's books or verbal advice to improve. It may also come from a source other than the teacher, for instance through peer- or self-assessment. Marking refers to the written comments from a teacher in a pupil's book.

Every contribution a child makes to a lesson, be it the verbal response to a teacher's question, an answer in a multiple-choice quiz, or an extended written piece requires feedback from the class teacher. It is essential that all work produced by a pupil during a lesson is seen the same day by the class teacher.

We understand that the feedback that works best might differ across subjects and age groups. This is why we do not prescribe one specific type of feedback over another. What is absolutely essential is that feedback or marking is used to help pupils improve their work and make progress. This should be evident even where written feedback is not. In English, our drafting approach in the Writing Progress books makes this approach clear.

But feedback is a two-way street. The process of looking over a set of books provides opportunities for teacher as well as pupil feedback. Our staff partake in daily meetings with their year group colleagues to digest what the books are telling them: what went well, and what needs to be retaught. It is a better use of a teacher's time to tweak and refine tomorrow's lessons, as opposed to writing comments in every pupil's book.

Marking is sometimes useful. Most written marking is for making corrections (e.g. calculations, spellings, punctuation) or for addressing basic misconceptions where a conversation may not be necessary. We insist that all mistakes – where a pupil can self-correct – are addressed by the class teacher. Visible marking in books is not a proxy for good teaching, and Senior Leaders do not use the quantity or quality of staff's written feedback in books as an accountability tool.

Research tells us that the most effective feedback is that which happens at the point of learning. This is where the majority of feedback happens at Hawkes Farm. We give a mixture of individual, group and whole class feedback. Whole class feedback occurs where the teacher has noted either misconceptions or points for improvement that could benefit the whole class. This will normally be shared at the beginning of a new lesson, but not always. The teacher may plan to target feedback to specific groups of children, depending on how widespread a certain misconception is. Individual feedback happens through conferencing with individual children. We do this in a systematic way so that all children have

personalised feedback several times per week. This is made possible through small class sizes.

At all times, staff are encouraged to ask themselves the question, “what is the learning return on the feedback I am giving.”

We believe good feedback should be:

- For teachers as well as pupils;
- Designed to close the gap between current performance and end goal;
- Given at the point of learning, or at the earliest possible opportunity – the effectiveness of feedback given several days after the work is submitted is diminished and often counterproductive;
- Diverse, depending on the needs of the student and the class, as well as the curriculum area;
- Epistemic, rather than merely corrective, where possible – meaning clues will be given to instruct the child why they have erred, in order to improve their method and in turn, to produce to a better product;
- Never used for accountability purposes;
- Meaningful, manageable, and motivating for all.