

### Introduction

Feedback is an integral part of the teaching and learning cycle, and we aim to maximise the effectiveness of its use in practice.

As a school we are mindful also of the research surrounding effective feedback. The Education Endowment Foundation research shows that effective feedback should:

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

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. The DfE's expert group also emphasised that marking should be 'meaningful, manageable and motivating'. Moreover, the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. Assessing work and using feedback to move the learning forward is a key part of this process but providing unnecessary, often unused and onerous written feedback (marking) should rightly not divert teacher time.

We are equally mindful of research on learning and the importance of reviewing and revisiting key knowledge and skills.

Finally, it is useful to see feedback as serving different purposes. The table below illustrates this perfectly. Whilst the first has its place the second and third are crucial.

Type of feedback	Example
Feedback that improves the work	Students can make these corrections and edits in the lesson or next lesson. They may include spelling or calculation corrections, additional detail, improved vocabulary (including subject specific vocabulary)
Feedback that improves the student	This is often done in the next lesson after the teacher has read work. It may involve re-drafting to further improve the structure of the work or applying their knowledge to more challenging questions. They may take inspiration from a model answer - i.e. the structure, content or vocabulary.
Feedback that improves the curriculum	The teacher notes tweaks and changes to future lessons, the SOW or even misconceptions to address or learning to embed when the students re-visit these skills or topics in a future year

## Whole School Principles

- The sole focus of feedback should be to further learning. Our aim is to make use of good practice approaches (e.g. from EEF toolkit, TLGs) to ensure that children are provided with timely and purposeful feedback that furthers their learning;
- Feedback empowers children to take responsibility for improving their own work. This links directly with High Storrs focus on all-important Attitudes to Learning.
- Consequentially feedback is specific and actionable. It may improve the current work but most feedback should also improve the student (i.e. their next piece of work is better because of the feedback). It may also lead to tweaks and changes to future lessons or the SOW (ie improves the curriculum).
- Feedback is also timely. Teachers gather information and make assessments that enable them to adjust their teaching both within and across a sequence of lessons. Children should receive feedback to improve their work or learning either within the lesson itself or in the next appropriate lesson. The ‘next step’ is usually the next lesson. *See notes below about feedback and marking in practice .*
- Feedback is a part of the school’s wider assessment approach to ensure students make good progress. A small proportion of feedback is summative (tests marks and even grades in KS4 and 5) but the majority of feedback is formative.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. We should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. This links with our whole school focus on retrieval practice and curriculum design including planning for interleaving/spaced learning. This also links to the notion that some feedback improves the curriculum.
- Our whole school principles and every subject’s approaches to feedback are shared with students and parents/carers. Students and teachers discuss the department approaches and the importance of student engagement with feedback.
- Feedback enables progress. But the feedback we share with students will also note their successes and praise their efforts (in line with HSS approach to rewards and use of commendations).
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.