

“My command is this: Love each other as I have loved you.” John 15:12



HOUGHTON ON THE HILL CHURCH OF ENGLAND PRIMARY

School Policy For	<i>Feedback</i>
Date Revised	<i>October 2024</i>
Responsible Committee	<i>Curriculum & Standards</i>
Review Cycle	<i>Three Years</i>

Feedback: What Matters (from “Visible Learning Feedback” John Hattie):
‘Feedback is important information about the task that fills a gap between what is understood and what is aimed to be understood. It can lead to increased effort, motivation or engagement...; it can lead to alternative strategies to understand the materials; it can confirm to the student if they are correct or incorrect or how far they have reached to goal; it can indicate that more information is available or needed;... and finally it can lead to restructuring understandings.’

Principles of Marking (taken from “Eliminating Unnecessary Workload Around Marking” Independent Teacher Workload Review):

- Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are **encouraged to adjust** their approach as necessary and trusted to incorporate **outcomes** into subsequent planning and teaching.
- Marking practice is **proportionate** and considers the frequency and complexity of written feedback, as well as the cost and time effectiveness of marking in relation to **overall workload of teachers**.
- Marking should help to motivate pupils to progress. This does not mean always writing in depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

At Houghton School, feedback and marking are not done for the benefit of observers, parents or inspectors. Where marking cannot be seen to be directly motivating a pupil to progress or improving outcomes, it is considered superfluous and an unnecessary use of teacher time.

Feedback is always linked to planned **learning intentions**. Pupils need to know:

- Where am I going?
- How am I doing?
- Where do I need to go next?

Feedback may be given:

- About a **task**;
- About the **process** of a task;
- About learning and **self-regulation** that enables learners;

Feedback will take place as soon as possible after an activity, and where possible with the pupil present.

Aims of Feedback

- To develop a growth mindset for pupils so that they value learning from mistakes and intrinsically seek to receive feedback and act upon it.
- To empower pupils to build student efficacy.
- For pupils to do most of the hard thinking around learning and not to rely on adults.

Best Practice

At Houghton School, we believe that the following feedback cycle is best practice:

- 1. Teachers identify misconceptions by scanning pupils' work.**
- 2. Teachers share a model/example with pupils, drawn from pupils' work.**
- 3. Pupils consider how to respond to feedback on the model/example, guided by the teacher.**
- 4. Pupils reflect on and improve own work.**

Feedback at Houghton School:

Teachers will select the most effective and appropriate feedback strategy for a task or context. At Houghton School, feedback is provided in the following ways:

Type of Feedback	What It Looks Like	Example
Rubrics	A graduated progression of success criteria to achieve proficiency in one area of learning.	Pupils discuss proficiency in reading fluency and self-reflect on their next steps using a rubric showing steps in learning. Teachers model this process with examples.
Live Marking	Adults marking within a lesson for a single assessment focus.	In independent writing sessions, adults highlight or mark for specific punctuation/features.
Tick Lists/Success Criteria	A checklist of requirements for an expected standard of work.	Pupils and/or teachers check written work against the EXS standards for the end of the year or key stage (e.g. Assessment Framework for Y6).
Conferencing/Coaching	Small group or individual tutorial session with a teacher/LSA with deep discussion and guided improvements.	Teacher work with a small group of similar-ability mathematicians to work through written responses to reasoning problems.

Whole Class Feedback	A planned lesson following scanning of pupils' work with teacher modelling, addressing common misconceptions and directing children to correct their own work.	Whole Class Feedback sheets (see proformas) completed for writing or mathematics – shared with children and/or used in a planned feedback lesson.
Self/Peer-Marking	Children correct their own work, guided by the teacher.	Pupils receive instant feedback on maths/grammar through marking answers ✓✗ and correcting errors.
Self/Peer-Editing and Redrafting	Pupils self-scaffold improving their own work using classroom resources independently.	An expectation that pupils will check and edit spelling, punctuation and coherence in all pieces of work, making use of working walls, words mats etc.
Verbal Feedback	Adults offer prompts and clues, and use targeted questions linked to tight learning intentions.	Mini-plenaries throughout a lessons, or one to one work during independent working time.
Self-Reflection	Pupils provide feedback to their teacher on their learning behaviours and processes.	Written/verbal reflections, linked to metacognitive strategies (how a pupil planned, monitored and evaluated their learning.

To enable feedback to be effective, teachers at Houghton School will:

- Be clear about the learning intention for every lesson and task.
- Select the most appropriate feedback strategy for the context.
- Make and keep informal notes of observations linked to misconceptions.
- Adapt planning accordingly to address the needs of a whole class, group or individuals.
- Provide the appropriate resources to scaffold response to feedback (models, exemplars, word maths, key words, working walls).