



**James Bateman Middle
School**

Feedback Policy

Approved by: Mrs C Maguire

Last reviewed on: 23.03.2023

Next review due by: March 2025

Introduction

Assessing the learning of pupils is a fundamental aspect of teaching and learning and is vital in order to help learners make progress.

Our guiding principles.

This feedback policy has been thoroughly researched.

We have used the work of Dylan Wiliam, Barack Rosenshine and The DfE workload (and sample policies) reduction toolkit as our guiding principle.

What is the purpose of feedback. (ASA)

1. To evaluate the extent to which pupils are on track with their learning. (Assess)
2. To support pupils with their learning and progress. (Support)
3. To support the teacher in adapting lessons/sequences of lessons (Adjust)

How did we arrive at this policy?

CPD based around Formative Assessment has helped to guide this policy, high quality formative assessment ensures we move learning forward: the foundation of feedback.

We have also used the DfE teaching workload reduction toolkit to support the wellbeing of our teachers.

Consultations with the staff have also revealed that the time spent on written marking is disproportionate to the benefits. Staff also report that as their skills in formative assessment have evolved, the process of marking is less beneficial because the assessment was done at the point of learning.

Written Feedback in Books.

Whilst the majority of feedback will be a reciprocal process between the teacher and student, we recognise the need to check books and record written feedback in the following way:

- Live marking: (In Blue Pen) To support pupils in lesson, live marking takes place. Live marking can come in many forms, dependent on the student/subject. Teacher have autonomy to choose the form it takes; however, the following are some example of live marking:
 1. Additional questions to stretch the more able. (Pupils will respond in green pen)
 2. Diagrams/models to support learning.
 3. Teacher/TAs modelling a question in book.
 4. Reminders for pupils to prompt more accurate responses.
- Teachers may also give written feedback following the completion of tasks. In keeping with our commitment to wellbeing, this is exception rather than the rule. Books should not be taken home.

Pupils responses. If you require a written response from pupils, highlight in green and pupils respond in green pen.

How do we feedback to pupils?

Purpose	What it looks like?	Evidence
To Gather Information/ data	Feedback is ineffective when the data on which we base it is inaccurate or the sample is too small. During lessons teacher gather data by: <ul style="list-style-type: none"> • Questioning and ensuring all pupils can respond • No opt out approach • Written work in books 	No hands-up/opt out in lessons Whiteboards and Pens being used daily. Teacher is asking questions to elicit thinking and responses
Assessing the data	In order for data to be useful, it need analysis. Teachers will analyse by: <ul style="list-style-type: none"> • Reviewing the responses of the pupils against the outcomes. • Reviewing the response of the pupils for accuracy or misconceptions. • Ensuring their subject knowledge is up-to-date. 	Teacher is observing. Teaching is asking questions for clarity. Pupils are being asked to explain their thinking
Supporting pupils with feedback	Once data is collected and analysed feedback to the pupils can happen. This is done by: <ul style="list-style-type: none"> • Rephrasing instruction • Clarifying concepts and processes (Correcting) • Further questions to find the 'root' cause(s) of misconceptions • Reteaching immediately when misconceptions can be quickly addressed. • Reteaching at a later date when misconceptions cannot be quickly addressed. 	Learning walks and observation Feedback to pupils. Pupil books
Adjusting pedagogy	Gathering data, assessing it and feeding back to the pupils may uncover gaps and/or misconceptions. The teacher will then adjust their pedagogy by: <ul style="list-style-type: none"> • Remodelling learning for all or specific groups • Re-planning the lesson 'live' • Reflecting on the sequence of lessons/curriculum and adjusting plans • Seek further advice from curriculum leaders. 	Planning looks Learning walks and observation Pupil books.

To support this policy, CPD is carefully planned and the appraisal system is used to support personalised learning.

Policy Adoption and Revision Details				
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