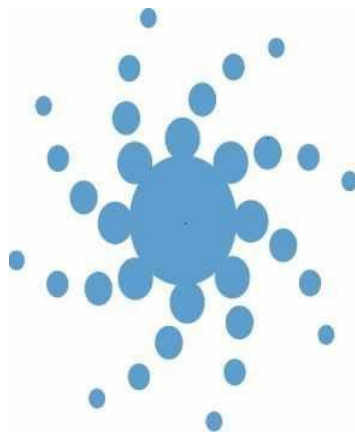# Thinking Schools Academy Trust

"Transforming Life Chances"

Feedback Policy

New Horizons Children's Academy

This policy was adopted in November 2023
The policy is to be reviewed in November 2024

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Philosophy

The policy will reflect the Trust Vision of "Transforming Life Chances". We aspire to enhance the learning of the pupils in a manner that will equip them for life outside of school. Teachers are amongst the most powerful influences in learning and will ultimately impact pupils' relationship to their learning in all areas of life, constructing how they engage with new ideas and attitudes.

Child first: To provide a stimulating learning environment for all, where learners feel safe to explore knowledge and understanding. We believe that children learn best when they are motivated, clear about expectations in their work and behaviour, feel valued, secure and confident, are challenged and receive constructive feedback about their performance.

Aspire: To be the best they can be. We believe that all staff and pupils can aspire for personal and professional prowess. Within the ethos of Total Education, these aspirations can be academic or non-academic, but strived towards nonetheless.

Challenge: To actively shape the minds, attitudes and habits of young people through a framework of cognitive education that enables them to become the master of their own destiny. We believe that pupils require an accurate reflection of what they are good at and need to develop personal insight and manage uncertainty confidently. Developing skilled, independent, reflective learners is part of our Vision.

Achieve: For all stakeholders to demonstrate the highest levels of thinking and habits. We want our pupils to be questioning in nature, achieving the highest levels of independent and interdependent expertise. This extends to our staff; all staff are encouraged and supported to be their best selves, striving to achieve goals of their own.

Our 'Thinking School' approach is consistent with the aims below and helps to ensure that:

a) Pupils in TSAT are supported to think for themselves, through the development of a thorough understanding of purposeful thinking tools that they can use to aid and monitor their own progress.

b) Staff in TSAT are encouraged to think accurately and reflectively on their practice, understanding and actively using a range of thinking tools to support student motivation and progress.

Central to our Teaching and Learning policy are the Seven Core Principles that underpin great teaching and learning in our Trust. These form the basis of our lesson planning.

The 7 principles of highly effective teaching and learning: the fundamental facets of what we do whilst also providing a way to keep the self-improvement of teachers manageable and sustainable at all levels.

- Subject knowledge – what children need to know within each age-range.
- Explanations – connecting to what they know, telling the story, providing metaphors and analogies, providing examples and being aware of cognitive load.
- Questioning and responding – sequences of questions, differentiated, probing, thinking time, retrieval practice, active engagement of all students.
- Feedback to feed forward – accurate identification of current status and steps forward, mostly delivered as in the moment verbal feedback or whole class feedback where possible.
- Modelling – content, mindset and dispositions. Reducing children's and adults' cognitive load by modelling examples, expectations and improvements.
- Metacognition – tools and self-regulatory methods. How we organise our thoughts and retain or retrieve knowledge through developing schemata. This is where we 'think about our thinking'.
- Memory – encoding and retrieval practice. Using a variety of testing techniques, low or higher stakes questioning and a variety of hook opportunities helps our children and adults to recall and use their learning to build on current knowledge.

Aims:
This policy sets out to articulate our vision for developing best practice relating to feedback so that all children are aware of their achievements and next steps regardless of their starting points. We recognise the need for timely and effective feedback, and therefore we have found ways to maximise its effectiveness. We aim to direct teacher's time towards planning and closing the gap for pupils, and away from lengthy written responses in books. This policy will allow teachers the best opportunities for pupils to apply their thinking skills to become their best selves as reflective learners.

This will be done by ensuring:

- children are aware of what success looks like for different learners
- adults undertake pupil conferencing during the lesson to help children reflect on their learning and next steps
- children are empowered to engage in pupil-to-pupil conferencing and feedback, which will be monitored by an adult
- all children's work will be acknowledged with a written code in before the next lesson to enable the child to progress
- children receive whole class feedback where appropriate
- children will be articulate in discussing their attainment and next steps by drawing on the language embedded through the Thinking Tools.

This feedback policy is born out of research and recommendations from such things as The Education Endowment Foundation, the Department for Education and teacher unions. The Department for Education, NASUWT and NEU research into teacher workload has highlighted written marking as a key contributing factor to workload. The DFE expert group emphasised that marking should be 'meaningful, manageable and motivating'.

Research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, clear and accurate
- Encourage and support further effort
- 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 in subsequent lessons

Policy in practice
Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress. Teachers should use feedback and assessments to adjust their teaching both within and across a sequence of lessons. There is no expectation that feedback should be written in full all the time, but it should be recorded in some form according to the marking codes in order to show visible progress between feedback and learning. Feedback should be given to children either live in the lesson or by the next lesson in order to identify gaps in learning, misconceptions or children's starting point for challenge. The work of all learners in all subjects will be seen by a teacher either as part of the lesson or after to inform feedback. Additional adults will also look at work during lessons to provide pupils with meaningful feedback. Lessons that are covered should be marked by the adult covering the lesson and looked at by the class teacher in order to know where learners are in their progress. Children should respond to feedback using purple pen in an age-expected way.

Learning intentions and success criteria
A learning intention will lay out what learning is intended to take place for all children that lesson. Clear learning intentions should help students focus not just on the task or activity taking place but on what they are learning.

Learning intentions are always linked to one or more learning outcomes in the specification. Success criteria should unpick this learning intention and should be carefully designed for feedback to be accurate. This is represented in a circle, triangle or a square shape. Triangle is the age-expected criteria for success within that particular lesson, square the greater depth criteria for those children who require a deeper stretch to their learning and circle for

those pupils who will need further support in accessing the age-appropriate learning. Any shape with a line through shows that child has worked just within that level. Success criteria should not be a task for pupils to undertake, but focus on the learning that they will achieve should they make progress in the lesson. Children will use this to identify their own learning progress and end goal in a lesson. These elements combined should inform children's next steps.

Books and planning

Marking codes should be used consistently in books across the school, with adaptations for younger year groups where needed. Planning should identify children's next steps and be informed by feedback in lessons. There is no expectation for feedback to be recorded on planning. All feedback from adults should be recorded in books with a green pen for positive acknowledgements and pink for any further work needed; green for go, pink for think. Children who are correcting or peer-conferencing should be done in purple pen; purple polishing pen. No other colours should be used for feedback.

Marking codes (including teacher shape and initials for cover)

Code	Meaning	By who
√	Tick – this indicates correct learning.	Adults and children
.	Incorrect answer.	
^	Missing word.	
Sp._____	Spelling error. Maximum of 3 picked out of a piece of work, focus on high-frequency words/age-appropriate spelling expectations/spellings of the week/technical spellings (where appropriate)	
~~	Underlined word/phrase does not make sense.	
◯/p	Punctuation missing. Maximum of 3 picked out of a piece of work.	
◯ h	Capital letter missing.	
PT	Pre-taught learning	Adults
Initials △ JB	A lesson has been covered. Initials next to the shape given shows who has covered this lesson.	
TA	A group has been taken by a teaching assistant.	
CT	A group has been taken by a class teacher.	

Adaptations for key stage and key groups

EYFS - In teacher guided written work children will self-assess against the success criteria- the teacher will also assess against the success criteria. Developmentally appropriate comments will be written in green and pink. Purple pen will be used at the point of learning for children to instantly improve their written work. Verbal feedback and appropriate moving on verbal comments and questions will be used at the point of learning during Child Initiated.

KS1 – In all subjects, printed LI stickers will be used. Children should circle the shape that they think they have achieved using their purple pens. Teachers should then indicate what shape the child has achieved in the lesson in the relevant box on the sticker. As stated in the marking and feedback policy, an 'S' should be written to indicate where a child has been supported with their learning.

For some children in specific groups, such as SEND, teachers may need to add in an additional level of adaptive teaching for targeted individuals. This would be reflected in the learning outcome for those individuals and may be closely related to any specific learning plans.

Feedback

Feedback comes in many forms and should be intentionally planned for and delivered to maximise children's knowledge retention and progress over time. It is vital that teachers evaluate the work that children undertake in lessons and progress made, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching. When working with a focus or guided group, adults will decide the appropriate time to leave the group to do this and adapt support based on emerging needs. Children who are peer assessing will also access this type of feedback.
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves. This focuses on areas for development identified by the teacher upon review of work after a previous lesson had finished.
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study.

Type	What it looks like	Evidence
Immediate	> Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, questioning, bookwork, hot marking, Carousel quizzes etc. > Takes place in lessons with individuals or small groups. > Often given verbally to pupils for immediate action. > May involve use of a teaching assistant to provide support of further challenge. > May re-direct the focus of teaching or the task. > Includes modelling e.g. using equipment, demonstrating a skill, children then replicating what they have been modelled. > Teachers share observed misconceptions with the whole class and encourage feedback from the class to help correct the misconception. > Teachers share good examples of learning with the whole class discussing what has made it successful. > Teachers going through answers with children so they can mark their own work.	Lesson observations/learning walks. Talking to pupils about how feedback is given and the impact it has had on them as a learner.
Summary	> Takes place at the end of a lesson of activity including through the use of a salient slide with key information. > Often involves whole groups or classes. > Provides an opportunity for evaluation of learning in the lesson. > May take form of self or peer- assessment against an agreed set of criteria. > May take the form of a quiz, test or score on a game	Lesson observations/learning walks. Some evidence of self – and peer-assessment. Quiz and test results may be recorded in books or logged separately by the teacher. Carousel or other digital apps can be used for this. Exit tickets – AfL to inform the next lesson.
Next lesson	> For writing in particular, sometimes part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work. > Work is analysed daily and errors and common misconceptions addressed in subsequent lessons. This is discussed in year group meetings. On the day	Lesson observations/learning walks. Evidence in books of pupils editing and redrafting their work. Class feedback book (English and Maths). Talking to pupils about how feedback is given and the impact it has had on them as

	interventions are informed by this feedback to plug gaps as soon as possible after the lesson.	a learner.
Summative feedback	> Retrieval activities. > End of unit or term tests or quizzes.	Retrieval activities in books and online (e.g. Carousel). Quiz and test results including gap analysis.

Monitoring

The standard and quality of marking and presentation will be monitored by the Senior Leadership Team, Phase Leaders and Subject Leaders through sampling of children's work. The work will be reviewed in relation to the policy to assess:

- Consistency throughout the school;
- Standards of presentation expectations;
- Lessons and learning that follows feedback – has it had an impact?
- Effects of the policy on the children's learning;
- Teacher judgements of children's learning based on informed discussions (a story is told by the child's book);
- Children's opportunities to respond to marking;
- Pupil voice - leaders will aim to understand the extent to which children are aware of the purposes of marking and what is expected of them by their teacher/school.