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# Feedback Policy

**Importance of Effective Feedback**

Feedback and marking are a central part of a teacher's role and are integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving pupils' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year.

**Workload Considerations**

The Government's 2014 Workload Challenge survey identified the frequency and extent of marking requirements as a key driver of large teacher workloads. The 2016 report of the Independent Teacher Workload Review Group noted that written marking had become unnecessarily burdensome for teachers and recommended that all marking should be driven by professional judgement and be "meaningful, manageable and motivating".

**Forms of Feedback**

Where possible to incorporate into lessons, teachers should prioritise oral feedback and immediate live marking. Feedback can take the form of whole class feedback, group feedback or individual feedback. Teachers should not feel dissuaded for fear of the SLT, Governors, Ofsted citing a lack of evidence of feedback. Live marking will allow teachers to identify pupils with misconceptions and these can be addressed (where possible) through same day individual or group coaching sessions. Peer-assessment and self-assessment are also encouraged for the older years. Where written marking takes place, teachers should ensure that written marking is an insightful feedback tool. Comments should be "meaningful, manageable and motivating" and children should be given time to read and where appropriate respond to teacher marking.

Teachers will highlight or partially highlight, using a pink highlighter, the Question or LO at the end of the lesson depending on whether the child has achieved the target. Green highlighters should be used when children have not achieved the target. In foundation subjects, it is sufficient to highlight the LO and no other marking is necessary.

Where a child has been supported by teachers the code TS will be added to the LO. Where a teacher has modelled the work for a child, the code TL will be added by the LO. It is sufficient to mark extended writing pieces by highlighting the LO and using Verbal feedback.

Extended marking after writing sessions will take place at the teacher's discretion, where teachers feel it is appropriate extended marking will take place.

Marking codes for KS1 and KS2 will be used for Writing. Writing in foundation subjects will also be corrected using Marking codes.

The form of marking in Kodesh differs per subject, for example, Sedra, GK and Mishna, this will follow the general marking system, above. During Hebrew handwriting lessons teachers will aim to focus on marking a sample of work each week, ensuring that all children's work is checked over a 2-3 week period. Verbal feedback will be evidenced with a circled letter 'v'. Teachers will also model correct formation and placement of letters for children to focus on improving their formation. In Chumash, teachers will complete a half-termly feedback sheet, on coloured paper, identifying areas

of strength and focus areas for improvement evidenced in children's work. Children are given space to reflect and respond to the feedback. In Years 3-6, the weekly test / chozoroh sheet will be marked and results recorded on a spreadsheet.

**Mistakes and Misunderstandings**

Teachers should make a distinction between mistakes and misunderstandings.

Mistakes should be marked as incorrect. However, they need not be addressed individually or as a group. If a child has used capital letters in a piece of extended writing 10 times correctly and once wrong, the child understands the use of capital letters and has simply made a mistake.

However, if a child is consistently using capital letters wrong, this is a misunderstanding. Misunderstandings may be discussed with individual pupils. Where a number of children have the same misunderstanding, this will be addressed during prior learning/ introductory sessions.

**Marking Codes**

Highlighted pink LO = achieved

Highlighted green LO = not achieved

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