



Lincoln Christ's Hospital School

Feedback Policy (Replaces the Marking Policy)

Link member of staff:	Claire Owens
Date presented to Governors:	October 2019
Review Date:	October 2020

At LCHS, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful of the workload implications of written marking and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The EEF research show us that effective feedback should:

- Redirect or refocus either the teacher's or 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
- Provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. At LCHS we are keen to ensure that our feedback policy avoids onerous written marking while providing feedback in line with the EEF's recommendations and those of the DfE's expert group which emphasises that marking should be **meaningful, manageable** and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback and marking should be to further student's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and students as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a 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.
- Students' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books (by the student [self-review], peer or teacher).

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. **Immediate feedback** – at the point of teaching
2. **Summary feedback** – at the end of a lesson/task, or at the beginning of the next lesson
3. **Review feedback** – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At LCHS, these practices can be seen as detailed below:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, Q&A, book work, strategies from EFA toolkit 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 or further challenge • May re-direct the focus of teaching or the task • May include dot marking 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of dot marking
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity, or at the start of a subsequent lesson • 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 • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need • May be supported by a Class Book Look feedback sheet 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking) • May be reflected on a Class Book Look (in students' books or Teaching Folder)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action* • Adaptations to teaching sequences tasks when compared to planning

* where possible this will be indicated by use of the LCHS Marking and Feedback stamp, but absence of the stamp does not indicate absence of quality marking. The marking will include a comment from the teacher, one or two relevant targets and a mark/grade for the piece. There will be a minimum of three such marked pieces per subject per academic year.

Where students work is reviewed, it will be acknowledged in some form by class teachers. This may be through a signature or short comment. Teachers will also use a yellow highlighter to draw attention to any errors in literacy for the student to correct. Repeated and common literacy errors will inform teaching across subject areas as all teachers are teachers of literacy.