

King's Meadow Academy

Feedback Statement

Feedback at King's Meadow has 3 purposes –

To help pupils to:

- 1 Understand what they have done well;
- 2 Understand how to improve;
- 3 Make visible signs of improvement.

To ensure pupils understand what they have done well, they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both these points. Research tells us that good feedback:

- makes an improvement to understanding or competency the next time a child undertakes a similar task;
- is NOT a substitute for instruction. If children don't understand a concept, we must reteach it using a different method;
- hits the 'sweet spot' between challenge and competence – we shouldn't be helping too much;
- takes a child's motivation and self-regulation into account.

To ensure all pupils understand how to improve, different types of prompts should be used. This may be done through comments, questions, discussions or diagrams.

Without visible signs of progress emerging from feedback, there are no signs of effectiveness. Teachers and assistants should ensure time is given to act upon guidance so that pupils may act upon it and make improvements.

Format

The three purposes of feedback should be evident in all classes in all subjects throughout the school. However, there may be some differences in approaches depending on the age of the pupil and the level of understanding that pupils are working within.

Children working '*towards*' the expected level of understanding will require feedback which models, scaffolds, instructs or explains the concept

Children working '*at*' the level of understanding will require feedback which reminds or guides them through the concept

Children working '*at a greater depth*' within the level of understanding will require feedback which coaches or mentors them to adopt a different approach or draw on knowledge or experience from a range of concepts.

Consistency

Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking should be developed.

Where verbal feedback is given for pupils' recorded work, it is often appropriate to use or highlight a 'key word' which is an indication that feedback has been given. This will help both the pupil and teacher remember what was discussed so the work can be checked for visible signs of improvement.

Mid-point feedback is used by teachers in conjunction with verbal feedback and is indicated as a note or short comment or symbol in purple pen. This is given where it has been identified that the pupil has shown a misconception during the completion of a task or activity. This indicates that the misconception has been identified by the teacher and recognised by the pupil in order for it to be addressed. Teaching assistants will follow the same procedure for mid-point marking.

Any post lesson marking will only take place where necessary and when teachers can ensure that the three purposes of feedback are evident.

MAD ('Make a Difference') time is given to pupils at appropriate points within lessons. This involves the pupil looking through a previous piece of work and responding to the feedback given in order to make improvements to it using their turquoise pen.

Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by Senior Leaders to ensure the three purposes of marking are of a consistently high quality throughout the school.