

Liberty Academy Trust

Feedback Policy

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Written by	Director of Education
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Definition

Liberty Academy trust has adopted the Education Endowment Foundation (EEF) description of Feedback:

Feedback Is Information given to the learner about the learner's performance, relative to goals or outcomes.

Aims of the Liberty Feedback Policy

There are two main reasons for feedback:

- To motivate the learner
- We can see an opportunity to further an Individual's learning by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a learner's understanding or ability to do something

Feedback must empower the learner to take responsibility for improving their own work; it should not take away the responsibility of adults in making corrections to spellings, punctuation, or elements of grammar, as examples, but should ensure the learner is able to see how they can make improvements over time.

Research

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Their 2021 good practice guidance on [Teacher Feedback to Improve learning](#) states that "effective feedback should focus on moving learning forward, targeting the tasks, subject and self-regulation strategies."

The [Eliminating unnecessary workload around marking](#) report highlighted "that marking had become a burden that simply must be addressed" (DfE, 2016). In line with this, written evidence of feedback given should always be proportionate and for the benefit of the learner - and not simply to provide additional evidence for external verification.

The [EEF 2016 Marking review](#) highlighted that the quality of existing evidence in relation to written marking and feedback, identifying some features of marking and feedback that are unhelpful to the learner.

Examples of unhelpful practice include:

- Marking an error as incorrect, without giving the right answer
- Awarding grades for every piece of work potentially reducing the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comments.
- Acknowledgement marking is unlikely to enhance pupil progress.

Examples of effective practice Include:

- The use of targets to make marking as specific and actionable as possible.
- Ensuring time is set aside to enable pupils to consider and respond to marking.
- Marking less but marking In more depth.

Specific considerations for specialist settings

Autistic learners may have poor self-image, low self-esteem and may not always have an accurate view of their own or others' abilities. They may find it difficult to assess the standards they achieve, and some may be driven by an internal desire for perfection.

Some autistic learners may find verbal feedback particularly difficult because It requires engaging in a social Interaction and this may mean the learner finds it difficult to process the feedback as described in work by [Larson et al \(2015\)](#) or that they are focussed on how to engage In the conversation and what they should say next rather than being able to focus on the points being made.

All contributions made by learners are to be valued, acknowledged and commented upon in some form by staff. These comments will be framed in positive language directed to the learner and may be delivered verbally or in written form.

No assumptions should be made on the above considerations. Engagement with the learner and with parents / carers is crucial to understand what factors are important to each individual and what will work best In order to support them In their learning. We follow the LAT Quality of Life Framework which includes ensuring pupil voice Is listened to and contributes to designing their education and support.

Approach to feedback

It is vital that teachers evaluate the work that learners undertake in lessons and use information obtained from this to allow them to adjust their teaching.

The type of feedback given will vary depending on the age of the learner.

Feedback given in EYFS and year 1 is prominently immediate, verbal feedback. When working with very young learners, feedback given later in time Is likely to have little or no impact, therefore It Is Important that the feedback Is timely and relevant to ensure the fullest benefit.

Types of Feedback

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Takes place during a lesson with individuals, groups or the whole class. • Includes formative assessment from the teacher and/or additional adult e.g., whiteboard / book work, verbal answers. • Live marking – this is a quick, immediate feedback methodology where teachers give verbal feedback and mark aspects of the work the learner is completing in lessons. • Often given verbally to the learner for immediate actions and may re-direct the focus of teaching or the task. 	Lesson observations; learning walks.
Responsive (catch-up)	<ul style="list-style-type: none"> • Takes place after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • Usually delivered by an additional adult in the classroom based on guidance from the teacher. • An element of the learner's responses to catch-up are recorded in books to show progress over time. <ul style="list-style-type: none"> • May include Peer and self-assessment. These are effective assessment for learning tools and should be used with regularity throughout each half term as appropriate. Opportunities need to be regularly offered to enable learners to look at and learn from each other's work and the work of more experienced learners and experts. 	Learning walks; catch-up observations; feedback grids; book looks.
Summary (feed-forward)	<ul style="list-style-type: none"> • Involves reading/looking at the work of all learners at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or sub-groups. • Takes place during a subsequent lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or support from an additional adult in the classroom. • May be delivered by the teacher or additional adult. 	Planning looks; lesson observations; learning walks; book looks.

Marking pupils' books

A teacher should only write in a pupil's book to impact on progress.

And if...

- they are pointing out a good attribute that a learner must continue to use.
- they are pointing out a literacy error.
- they are pointing out an area for development (this can be highlighted in the text)
- The work will conclude with a GCSE style mark (where appropriate) and a tangible next step to move learning on.

Teachers are encouraged to be selective; marking that which has a meaningful impact on the knowledge, understanding and progress of the learner.

There is no requirement to tick every page of a learner's book as some work may not require acknowledgement, such as note-taking for future use. **Marking should be purposeful and selective.**

Learner response time

Learner response time should be built into lessons – this is time within a lesson to ensure learners proofread, edit, and enhance the work that is to be marked. This promotes an ethic of excellence and ensures learners recognise the importance and value of marking. It also enables learners to respond to feedback/guidance provided in class or after marking. Learner Response Time (LRT) is a Trust wide term, helping to promote consistency of practice.

The importance of editing

“Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils’ responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.” (DfE, 2016).

It is vital that opportunities for editing are planned within a unit. Such opportunities allow learners to reflect on their own knowledge and make corrections or improvements when cognitive load is reduced. For editing to be successful it must be focused by success criteria established by the classroom teacher. This may present an additional difficulty for autistic learners, some of whom may tend to demonstrate rigid

thinking and find it difficult to consider alternatives. This is a reason for creating more opportunities to develop this skill.

See Appendix 1 for LAT Marking codes.

Feedback linked to Literacy

Writing sessions will include or be followed up with editing time. During this time, learners receive whole class feedback about strengths and areas for development and direct teaching about how to identify and address individual development areas.

The editing time will be divided into two stages (these do not necessarily have to be within the same lesson):

Stage 1: Changing Punctuation	Stage 2: Editing
Checking and changing spellings Correct letter formation and handwriting Changing grammatical errors	Improving the composition (and effect on the reader) by <ul style="list-style-type: none"> a) Improving word choices b) Adding further clarity (description, action, speech) c) Experimenting with word order and sentence structure

Feedback linked to Numeracy

The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Learners must be taught how to do this purposely; otherwise, they think it just means scanning quickly through their work, reading but not thinking. Checking involves the learner thinking deeply about the knowledge they have just learnt. When you think deeply about something, it is much more likely to be moved from working memory into your long-term memory.

As an alternative to providing answers, teachers may sometimes model ways of checking and then ask learners to do the same, in effect 'proof reading' calculations. In line with this, teachers should model how learners can use the inverse operation to check their workings and answers.

With multi-step problems, a common misconception is to give the answer to the first step of the problem and forget about following through to the second (or third) part of the question. Often, word problems are written with each instruction on a different line. Teachers should show the learner how to check their working as they go, returning to the question and ticking off each line. To make this process clear, they write each answer alongside each line, being clear where the final answer comes from having done all the previous steps.

Quality assurance and professional development

Senior leaders quality assure marking and feedback and provide appropriate support. In the first half term the senior leader(s) will prioritise staff needing support (based on work scrutiny) and agree next steps. Staff who demonstrate good practice in feedback and marking may be asked to coach others. Other opportunities to share good practice related to feedback will be built into the CPD calendar and team meetings.

The focus of work scrutiny is to look at how the learner is making progress. It is not a focus on what the teacher writes, but on the impact this has had on the progress of the learner. The actual practice of a learner improving their work is more important than how much the teacher writes.

References

[DFE July 2022 School Workload Reduction Toolkit](#)

[EEF 2016 A marked improvement? A review of the evidence on written marking](#)

[EEF 2021 Feedback to Improve Learning](#)

[Larson et al \(2015\) Feedback and reward processing In high-functioning autism](#)

Appendix 1 LAT Marking Codes

These codes should be introduced as appropriate to pupil's stage/ understanding.

E A capital 'E' is used to mean Excellent Editing Ethic. Used to praise pupils for responsibly editing mistakes in their work, there may still be errors, but this is a learning gap not related to editing ethic.

○ A circle is used to show something is missing or inaccurate i.e., punctuation, capital letter, word.

// Two short parallel lines drawn in the margin to show a new paragraph is needed. Do not identify where the paragraph should start but highlight in margin on the appropriate line)

√ Correct/good point/ well written

√√ Great thinking

CAP Use a capital letter

P Check punctuation

Spa A capital S and a small p are used to show where there is inaccurate spelling. Place Spa in the margin and underline inaccurate spelling. Use your judgement as to whether the pupil can spell but has worked quickly so can self-correct or whether unable to spell and requires spelling and / or the rule.

} A wavy line in the margin when clarity of writing is unclear for a whole paragraph and needs to be rewritten (teacher must decide if this is due to a mistake which pupil can rectify alone or if it requires teacher support through written or verbal comment).

? This needs to be clearer

E.G. Provide examples

VF Verbal feedback given

WWW What went well

EBI Even better If

AP Action Point

Green pen should be used for comments from the teacher.

Purple pen should be used for pupil comments and self-marking.

Presentation standards and skills should be explicitly taught and modelled by the teacher i.e., ruling lines, underlining headings, labelling diagrams, layout etc.

PROUD protocols must be keenly promoted by teachers and reflected in pupils' work.

P write in pen – blue or black ink

R use a ruler for straight lines and to rule off work when finished

O oops! Draw a neat line through mistakes.

U underline the title and date

D draw in pencil