



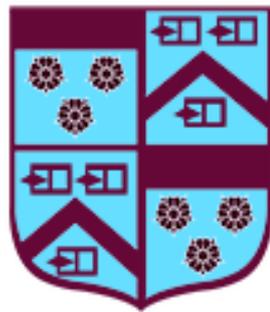
Mid-Trent  
Multi Academy Trust

## Feedback Policy

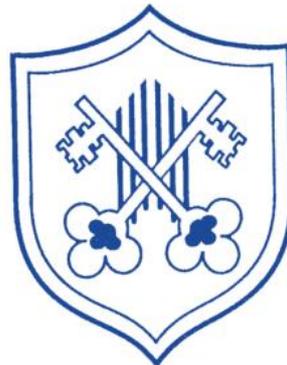
May 2022



St Andrew's CE  
Primary School



Colwich CE Primary  
School



St Peter's CE Primary  
School



Flourish Early  
Education

## Document Control Information

<b>Document ID</b>	MT063
<b>Document title</b>	Feedback Policy
<b>Version</b>	1.0
<b>Status</b>	Approved
<b>Author</b>	Charlotte Pilkington (Headteacher on behalf of Mid-Trent MAT)
<b>Publication date</b>	07.06.2022
<b>Review Cycle</b>	Every 2 Years
<b>Next Review Due</b>	June 2024

Version History				
Version	Date	Detail	Author	Key Changes
1.0	17.05.2022	New	C. Pilkington	New Policy following research project by Mid-Trent MAT Feedback development group.
1.1	5.9.22	Addition	A.De Ste Croix	Added Colwich Appendix

Approval History			
Version	Approver	Date	Included in the minutes of
1.0	CEO	07.06.2022	MAT INSET Day 07.06.2022

## Feedback Policy

### 1. Introduction

At Mid-Trent MAT, we recognise the importance of feedback as part of the teaching and learning cycle for all our learners. Research has consistently shown that high-quality feedback impacts positively on pupil progress and attainment. Central to our approach to feedback across Mid-Trent MAT is our belief in responsive teaching which effectively meets the needs of all.

Our policy is underpinned by research into best practice for pupil feedback from the Education Endowment Foundation, which identifies that effective pupil 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 modelling or guidance on how to improve

### 2. Vision for Feedback at Mid-Trent MAT

Our vision for feedback at Mid-Trent MAT was collaboratively developed by a working party with members from all three schools within the trust. This vision draws upon the body of research about effective feedback practices as well as our own experiences of what is effective for our learners at different ages and stages of development.

*Feedback at Mid-Trent MAT is for the learner. We feed back to learners to support them to improve and grow. Our feedback supports learners in identifying their successes and drawing their attention to areas where they could improve further. Feedback promotes independence and places ownership on the learner to identify next steps to move their learning forward. It values effort and supports all to persevere in their learning in order to achieve great things. Feedback is applied judiciously and as such, learners do not receive personalised feedback on every piece of work they produce, but rather on significant pieces where feedback has the opportunity to refocus, redirect or enhance learning. The quality of feedback is prioritised over the quantity and as a result, allows learners to attune to the specific elements of learning which is important for them personally to re-learn, consolidate or extend. The feedback process is valued by all and thus given specific time to be given and received. Our feedback takes wide variety of forms and there is no one single way to feedback to learners, the correct method is the one which works best for our learners.*

### 3. Key Principles

Whilst feedback methods may differ across the Trust schools, the following key principles are adhered to by all as the principles of effective feedback.

- Feedback is an integral part to the teaching and learning process. As such, all feedback takes place in, or is actioned by learners within the lesson or the next appropriate lesson.
- Feedback is given in the most appropriate way with the express purpose of advancing children’s knowledge, understanding and skills.
- Feedback empowers learners to take ownership of their learning and encourages them to ‘think hard’ about their work.
- Daily teaching is responsive, therefore the ‘next step’ in learning informs the teaching for the following lesson.
- The impact of effective feedback is evident in pupil progress over time.

### 4. Responsive Teaching

Formatively assessing the work that learners produce and the answers given by learners in lessons is fundamental to ensuring high-quality, impactful feedback for all. This ongoing assessment provides information for the teacher about pupils’ knowledge, understanding and skills. From this teachers make decisions about next steps for the whole-class, groups and individuals.

<b>R</b> <sub>e-learn</sub>	My assessment shows that learners do not yet understand so I need to reteach the content/ skills with different examples.	<b>Reteach</b>
<b>C</b> <sub>onsolidate</sub>	My assessment shows that learners know something about this but we need to go over it again so that they gain a deeper/ clearer understanding.	<b>Revise</b>
	My assessment shows that learners’ skills in this area are developing but I think they can do better. I need to model how to improve it.	<b>Redraft</b>
	My assessment shows that learners can do this, but it is not yet automatic and they need more opportunity to practice.	<b>Practice</b>
	My assessment is unclear and I need more information to assess if learners are secure and ready to move on.	<b>Check</b>
<b>E</b> <sub>xtend</sub>	My assessment shows that learners are secure in this aspect of their learning and are ready to move on to new learning.	<b>Move on</b>
	My assessment shows that learners are secure in this aspect of their learning and are ready to apply learning in different ways.	<b>Apply</b>

Responding in this way can take place during the lesson, after the lesson or after the lesson content has been re-visited (spaced practice). Teachers can choose to respond to the whole-class, to groups and to individuals as a result of their assessment.

Learners may also be involved in making decisions about their next steps, identifying through self-assessment if they need to re-learn, consolidate or extend a specific piece of learning.

## 5. Feedback Practices

Feedback occurs throughout the learning process, both in the moment and post-learning.

Type of Feedback	What this might look like?	Where will I find it?
<b>In the moment</b>	<ul style="list-style-type: none"> <li>Occurs at the point of teaching, allows for immediate response by learners.</li> <li>Addresses misconceptions in the moment.</li> <li>Likely to be most effective in advancing learners' knowledge, skills and understanding.</li> <li>Can be individual, group or whole-class.</li> <li>Most likely to be verbal, but may include teacher modelling, pupil annotations/ corrections/ improvements.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Learning Walks</li> <li>Books (teacher modelling, pupil annotations/ corrections and improvements/ self-marking).</li> </ul>
<b>Post-Learning</b>	<ul style="list-style-type: none"> <li>Occurs at the end of the lesson, activity or unit.</li> <li>Often involves whole-class review (sometimes with learner involvement and sometimes not).</li> <li>Provides opportunity to evaluate the learning that has taken place in a given period of time.</li> <li>Could include teacher, self or peer assessment against an agreed set of criteria.</li> <li>Could include pupil self-marking, teacher modelling and corrections.</li> <li>Could include quiz or test scores at the end of a lesson/ unit of learning.</li> <li>Could include creation of responsive teaching groups for subsequent lessons.</li> <li>Could include follow up task to Re-learn, Consolidate or Extend.</li> <li>Could lead to targets being set for the class, groups or individuals.</li> <li>May involve individual written comments to learners (only when meaningful and impactful feedback can be offered which has not been possible in the moment).</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Learning walks</li> <li>Books (self and peer assessment, self-marking, corrections)</li> <li>Assessment grids</li> <li>Test/ quiz results</li> <li>Flexible groupings</li> <li>Adaptations/ changes to planned teaching sequence</li> <li>Post-Learning tasks</li> <li>Whole-class feedback slides</li> </ul>

*Further details of how these feedback practices are implemented within the different subject areas at each MAT school are included in Appendix A.*

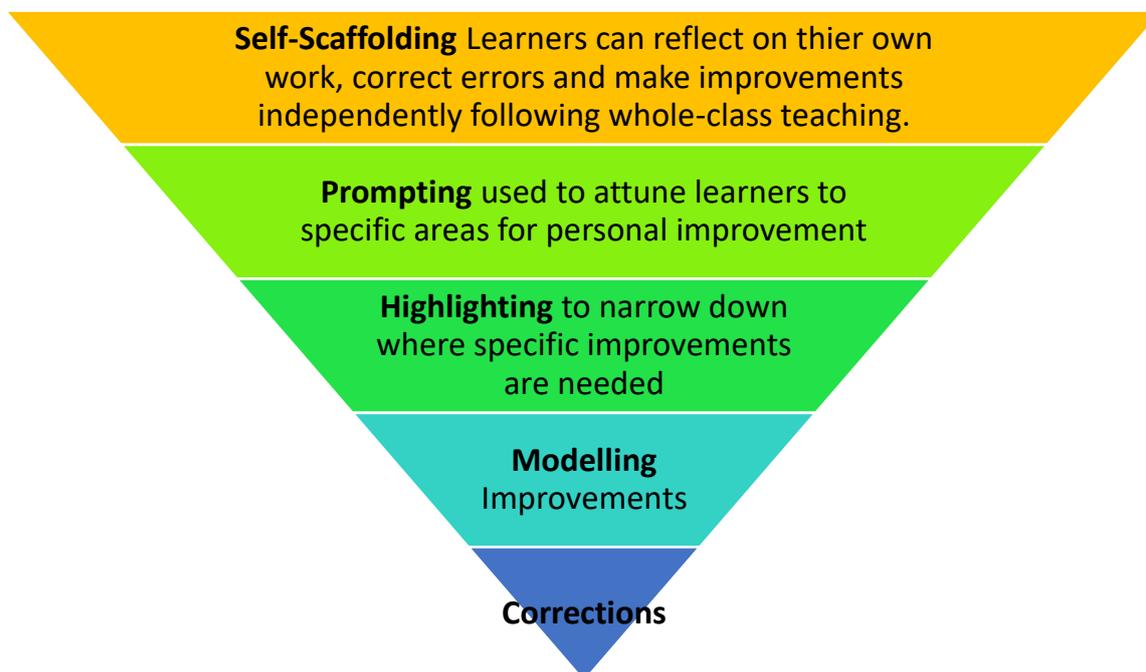
## 6. Effective Feedback for All

At Mid-Trent MAT we understand that there are a wide range of factors which affect not only the feedback that we give to learners, but also the method in which feedback is given and received. As unique individuals, our learners are at different points on the journey to becoming independently able to reflect on their learning, identify their own next steps and take greater ownership of their progress following direct instruction from the teacher.

Some learners require feedback which focuses on specific corrections or support through modelling of how to correct errors and make improvements before having a go at something similar in their own work.

Whereas other learners will be able to improve their work independently following whole-class teaching. Teachers are therefore encouraged to use different feedback strategies to respond to the different needs of their learners.

### Progression of Effective Feedback Strategies for All



*Adapted from 'The strategic minimal marking triangle' MITA*

In every class, teachers are best placed to make decisions about the type of feedback they offer to learners in order to advance their learning.

### 7. Roles and Responsibilities

Class teachers are responsible for ensuring that learners are given regular feedback on their learning; that they have the knowledge and skills to continually improve and as a result make good progress over time.

The senior leadership team in each school, supported by the MAT leadership forum, are responsible for ensuring the effective implementation of this policy on a day to day basis.

### 8. Policy Review

This policy was written by the Mid-Trent MAT Feedback Development Team led by Mrs Charlotte Pilkington (Headteacher) on 17<sup>th</sup> May 2022.

This policy will be reviewed every 2 years. It is next due for review in June 2024.



**APPENDIX A**

**Examples of Feedback Practices in Practice at Colwich CE Primary School.**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>All Subjects</b>
<b>In the moment</b>	<p>Verbal feedback may be used for individuals, groups or the whole class. Teachers may use pink and blue pen during this or there may be no written feedback.</p> <p>For lessons such as comprehension, peer-feedback and self-feedback may be used where any marking will be done in green pen by the learners.</p>	<p>Verbal feedback may be used for individuals or groups. Teachers may use pink and blue pen during this or there may be no written feedback.</p> <p>Whole class feedback grids may be used. They can be digital or printed. There may be no written feedback in books.</p> <p>For lessons such as SPaG, peer-feedback and self-feedback may be used where any marking will be done in green pen by the learners.</p>	<p>Teachers may use peer-feedback and self-feedback where any marking will be done in green pen by the learners.</p> <p>Verbal feedback may be used for individuals. Teachers may use pink and blue pen during this or there may be no written feedback.</p>	<p>When learners respond to feedback (from teachers, peers and selves), this will be done in green pen.</p> <p>When there are teacher's written comments or underlining of successes, these will be done in pink pen.</p> <p>When there are teacher's points for development, corrections or next steps, these will be written or underlined in blue pen.</p>
<b>Post-Learning</b>	<p>Teachers may use written feedback for individuals where needed. They will use pink and blue pens as in all subjects.</p> <p>Teachers may use whole class or group feedback in the following lessons with or without any written feedback in books.</p>	<p>Teachers may use more in-depth written feedback for individual pieces of writing, particularly end of unit writing. They will use pink and blue pens as in all subjects.</p>	<p>Teachers may use written feedback for individuals where needed. They will use pink and blue pens as in all subjects.</p>	<p>Steps to success may be stuck in the books or displayed digitally to direct feedback.</p> <p>All forms of feedback are responsive and will inform the following lessons.</p> <p>Feedback and response to feedback is planned into lessons to ensure it is a valued part of learning and given the appropriate amount of time to be effective.</p> <p>Teachers will choose the most appropriate form of feedback based upon the learners and the learning.</p>