

Feedback Principles

What are the basic principles for feedback at Walton?

Feedback is only impactful if it moves learning forwards

Our approach to feedback is based on the [EEF guidance report on Teacher Feedback to Improve Pupil Learning \(2021\)](#). The report identifies that feedback is most effective when:

- Teachers lay the foundations for effective feedback
- Feedback is appropriately timed and focused on moving learning forwards
- Teachers **plan** for how students will receive and use feedback

1. Planning for Feedback

- Teachers are intentional in planning for the use of formative assessment to elicit data that informs them of student understanding and potential misconceptions
- Teachers check students' work regularly to ensure that students are meeting expectations regarding presentation and completion of work
- Teachers identify work that is a priority for feedback in order to move learning forwards. There is agreement within departments as to the work that is to be prioritised for feedback

2. Timing Feedback to Move Learning Forwards

All types of feedback should always focus on improving the student, not the work, by:

- Closing knowledge gaps
- The highest leverage action a student can take to make progress

Teachers will determine this by checking student understanding through formative assessment and regularly checking student work.

Formative Assessment

- Teachers know when to use formative assessment (whole-class checks and active observation) to check for understanding
- Live feedback is provided in every lesson based on data collected through formative assessment

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Checking Student Work

- Teachers check students' work regularly to ensure that they are meeting expectations regarding:
 - Presentation
 - Completion of work
 - Spelling, punctuation and grammar
- Where students are not meeting these expectations, teachers will address this with the student and, if necessary, parents
- Where students have made spelling, punctuation and grammar errors, teachers will use our literacy codes to indicate the mistake and students will respond accordingly

3. Providing Feedback to Move Learning Forwards

- Live feedback allows teachers to praise students and to address errors and misconceptions in the moment
- Teachers know which pieces of work require checking and scrutiny in order to check understanding (agreed at department level)
- Feedback is provided after checking these pieces of work. This can take the form of:
 - Written feedback and individual comments
 - Whole-class feedback
 - One-to-one/small group feedback
 - Verbal feedback
- After checking student work, teachers should plan for how students will **respond** and act upon feedback to close knowledge gaps through:
 - Re-drafting of work
 - Follow-up questions, including those to stretch and challenge
 - Re-teaching of knowledge
 - Application of knowledge to new contexts
- Teachers identify appropriate student work to share, model and deconstruct. This can be strong examples as well as 'nearly there' pieces
- When responding to feedback in written form, students will do so in GREEN pen