

*"Listen to advice and accept instruction, that you may gain wisdom in the future."* Proverbs 19:20

Research from the Education Endowment Foundation (EEF) shows that *'Effective feedback, along with metacognition and self-regulation, has the greatest impact on learning.'* Through effective feedback we aim to make a difference and go beyond expectations for all God's children.

Dylan Wiliam states, "Feedback should cause thinking... it functions formatively only if the information fed back to the learner is used by the learner in improving performance... it must not only move the learning forward, but also the learner.'

We aim to build a learning environment in which learners are receptive and skilled at receiving feedback positively and are motivated to engage with the challenges posed. Our staff aim to be accomplished in understanding and giving exceptional feedback.

The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'.

The EEF research shows that feedback should:

- Redirect or refocus with either 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.
- Provides specific guidance on how to improve and not just tell students when they are wrong.

It is an expectation that all children are receiving immediate feedback given as close to the point of learning as possible. This will include verbal feedback - 1:1 or group, stimulating questions, opportunities for challenge, mini-plenaries and ticking or highlighting.

Academies will use peer and self-assessment, written feedback for pupil response or celebration, pupil conferencing and digital feedback in addition to other strategies, as outlined per each academy's policy.

Our academies are able to develop reasonable approaches through their assessment, marking and feedback policies. If current approaches are unmanageable or disproportionate, academies are encouraged to consider exactly what the marking needs to achieve for pupils. The impact on teacher workload must be considered when reviewing, developing and following marking practice and school assessment policies.

Marking and evidence-recording strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. There are many examples of effective strategies, including using different coding and colouring systems. Again, these have their merits and can form a part of the academy's policy but expectations must remain reasonable.

We can make a difference to pupil outcomes if all parties work together to go beyond expectations in ways that are manageable and meaningful. We want our pupils to be motivated to succeed!

*This document should be read in conjunction with the Teaching, Learning and Assessment as feedback forms valuable information towards next steps in learning, redirecting teaching and making summative judgements.*