



## Feedback at Fairfield

The purpose of feedback is to help pupils make progress in their learning. It is a powerful tool in closing the gap between where the learner is and where we want them to be in meeting the end-points of the curriculum. The Education Endowment Foundation has identified feedback as the most effective teaching strategy to improve student outcomes (+8 months learning). Feedback can refer to both the written feedback and the verbal feedback that pupils receive at various stages of the teaching cycle. The following ten principles of feedback at Fairfield have been influenced by the recommendations in the EEF report 'Teacher Feedback to Improve Pupil Learning' (2021).

### **Ten Principles of Feedback**

(1) High-quality instruction - For feedback to be effective teachers first provide high-quality instruction as described in the Fairfield Expert Teaching Cycle. The first task of the teacher before feedback is delivered is to provide expert teaching focusing on explanations, modelling and questioning.

(2) Learning Objectives - The learning objectives and intentions will be explained clearly at the beginning of the teaching cycle and when appropriate modelled to pupils. Both learners and teachers will then return to the learning objectives during lessons to monitor understanding and progress.

(3) Focus - Feedback will focus on moving learning forward, targeting the specific learning gaps that pupils have and identifying misconceptions with reference to learning objectives, success-criteria and curriculum end-points. Specifically, high quality feedback focuses on the task, the subject, and self-regulation strategies.

(4) Written feedback - Faculty and subject leaders provide guidance to teachers regarding the frequency, quantity, timing and type of written feedback expected in their subject. Various strategies and types of written feedback (targets, comments, questions, marks, grades) can be used as appropriate for the curriculum.

(5) Verbal feedback – At Fairfield we recognise that verbal feedback, through various strategies such as whole-class feedback, verbally reviewing completed exam papers or written tasks, using various questioning techniques, supporting pupils with self-assessment tasks and giving verbal feedback on practical demonstrations, can be as effective as written feedback. Each subject has a clear strategy for the balance between written and verbal feedback given to pupils over a sequence of learning.

(6) Self-Assessment – Teachers also provide learners with regular opportunities to assess their own work and, if appropriate, consider using strategies for peer assessment. Model answers should be used to support modelling, feedback and self-assessment.

(7) Responding to feedback - Teachers at Fairfield provide opportunities for pupils to use and respond to feedback. According to Dylan Wiliam there are two simple conditions for feedback to work (i) pupils are given advice on how to improve and (ii) pupils act on this advice. Opportunities in lessons should be given for pupils to use the feedback they receive either to improve the assessed work or to be used in a future learning activity.

(8) Differentiation - Feedback will be differentiated so that all pupils receive the highest quality support, to support them to improve their work and their learning.

(9) Motivation and Praise - Careful thought is given to how pupils receive feedback. Pupil motivation, self-confidence and their capacity to receive information can impact feedback's effectiveness. Teachers implement strategies that encourage pupils to welcome feedback. Feedback will be encouraging by using praise and recognising effort and pride in work.

(10) Subject-Specific – Fairfield recognises the importance of subjects choosing the focus, frequency, timing and type of feedback to meet the learning needs of their pupils and their curriculum. Faculty and subject leaders provide guidance to their teachers as to how these principles are applied.