

Feedforward Policy

Rationale:

Marking is often presented as a task that consumes time and productivity of staff, which is often reactive and tries to make a child 'feel better' about their work, often failing to encourage children to respond; rather than offering specific, targeted feedback to move learning forward.

The Feedforward approach is a robust, informative way of marking which offers celebration of individual excellence, next steps for both individual children and cohort groups within a class. It allows children to become proactive in generating and using ways forward to improve their performance as learners. It enables pupils to have time to address their misconceptions and so are engaged with improving their work and developing their resilience, whilst facilitating sustained improvement.

OFSTED suggests:

'Teachers ... check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches'

'Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners'

'Learners ... are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements'

'Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.'

Aims:

In our academy, we adopt a Feedforward approach to marking.

Writing:

Teachers will read through every book on a daily basis and make notes in their Feedforward journal (FFJ) on the following areas:

- Key children producing excellent work and why
- Precise barriers or areas where pupils may need more support or development
- Common misconceptions/errors that need to be addressed, such as spellings and common punctuation errors

- Presentation and productivity
- Concepts to reteach or reinforce for the whole cohort – teachers will use this information to develop planning of lessons and provide timely opportunities to address misconceptions

Reading:

Teachers will regularly read through every reading response book, however, notes in their Feedforward journal (FFJ) may not be required on a daily basis:

Fluency:

Focusing on particular elements of fluency (see reading policy) and recording:

- Celebration of key personal excellence
- Precise barriers or areas where pupils may need more support or development of skill and how to address these barriers
- Regularity of questioning (by adult)
- Regularity of reading out loud in class
- Progress in and engagement with reading
- Oracy capability

Comprehension:

Focusing on specific reading domains where written responses are required:

- Celebration of key personal excellence
- Precise barriers or areas where pupils may need more support or development of skill and how to address these barriers
- Identification of domain capability or areas of improvement
- Presentation and productivity
- Concepts to reteach or reinforce for the whole cohort – teachers will use this information to develop planning of lessons and provide timely opportunities to address misconceptions

Roles and Responsibilities:

Teachers will ensure:

- Highlighting is still evident in books to direct children to areas of excellence and common errors to quickly address in line with the academy marking policy
- Live marking and identification of basic errors – such as spelling and grammar – is still evident in books
- Concepts are revisited in a timely manner where whole cohort misconceptions are identified
- All staff in the classroom use and add to the FFJ

- High quality planning is still evident with Feedforward elements often being additional to the learning objectives already planned to cover
- The transfer between the FFJ notes and the child's work is moving learning forward, facilitating sustained improvement

Leaders will ensure:

- Monitoring the effective use of FFJ through book scrutiny and dialogue with staff
- The transfer between the FFJ notes and the child's work is effective and having impact on teaching and learning, facilitating sustained improvement
- Reviewing of the delivery of FF in lessons through staff and pupil voice and make changes or provide CPD where appropriate