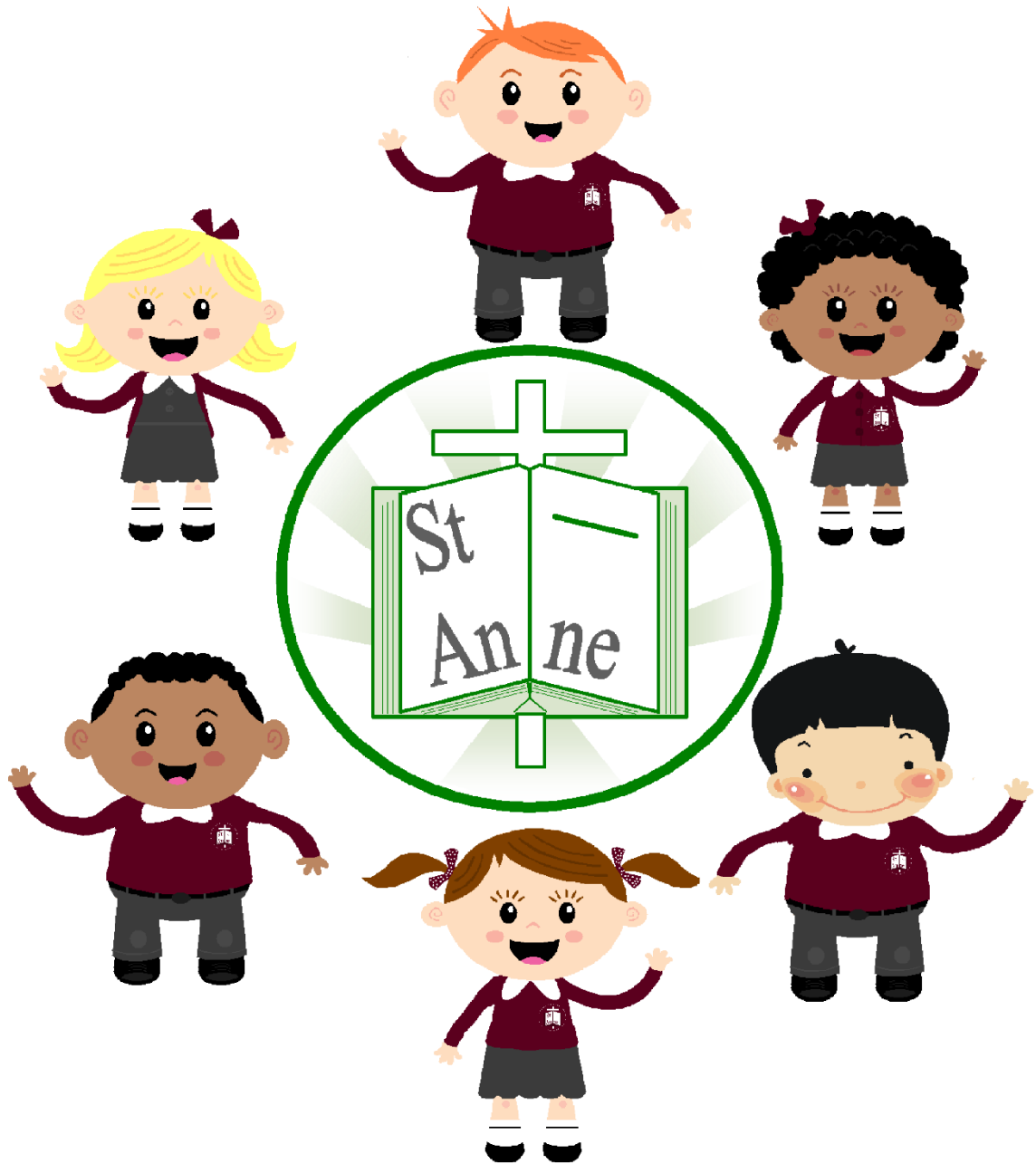


St Anne (Stanley) C of E Primary School

Feedback Policy



Approved by: The Governing Board

Date: June 2021

Review date: June 2023



St Anne Stanley C of E Primary School

FEEDBACK POLICY

At St Anne Stanley C of E Primary School we believe that high quality, consistent and timely feedback enhances children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance. Reviewing pupils' learning provides teachers with the opportunity to gauge understanding and identify misconceptions in order to inform future planning. It provides a basis for summative and formative assessment to inform individual tracking of progress.

We are committed to the use of effective feedback to support all children to achieve their year group expectations regardless of gender, race, age, ethnicity, attainment, disability, sexual orientation or background. We believe that everyone in the school is of equal value and should have equal opportunities.

We review children's work and offer feedback in order to:

- Advance pupils' progress and outcomes;
- Allow pupils to fully understand concepts; deepening their knowledge and enhancing their skills;
- Provide feedback to children about their learning so they know what they have done well and what they need to do to further improve;
- Establish how we need to plan for children's future development;
- Ask questions to help children to reason, hypothesise and evaluate their work;
- Show that we value their work and encourage them to do the same;
- Boost self-esteem and aspirations through use of praise and encouragement;
- Give a clear general picture of how far they have come in their learning and what the next steps are;
- Promote self and peer assessment, to enable them to take more responsibility for their own learning and
- Share positive examples of work which highlight expectations.

Principles of feedback:

- The best feedback is constructive dialogue that takes place between teacher/teaching assistant and pupil whilst the task is being completed.
- Children should be given time to make improvements to their work at an appropriate point in the lesson.
- The feedback should always be against the lesson's learning objective. This might be verbal or written and progress should be seen over time as a result of this feedback.
- Feedback will be given on an individual level, at a class level and at group level as appropriate. Books will always be reviewed at the end of each lesson and grouped according to the evidence of children's attainment. This will then form the basis of the planning for the next session.

- Children should be given opportunities to self and peer assess. This will need to be modelled to them and developed over time. Children should be encouraged to reflect on and learn from their mistakes and edit as necessary. Mistakes should not be rubbed out as these show a development of the learning and understanding process.

Guidance to staff

Live Marking/Assessment and feedback during the lesson

- Success criteria can be used to help pupils to access and improve their own or others' learning. This should be clear and succinct, shared or developed with the children and modelled so that the children understand your clear expectations.
- Whole class 'marking' – using children's misconceptions from the previous day and feeding those into teaching points, showing excellent examples of children's work to give children a model to aspire to.
- The teacher/teaching assistant reviews children's learning during the lesson to address misconceptions or to challenge individuals or groups. Lesson design is chosen specifically by the professionals but should strike a balance between 'shallow' live marking and more 'in depth' live marking. Questions to deepen understanding should be planned and posed to the children in order to allow them to master a concept.
- Small group work involves a teacher or teaching assistant working with a group of children to deliver more detailed feedback as a result of their work in the previous lesson. **This should happen for each child at least once a week in each core subject area.**
- Teachers should use non-verbal symbols where appropriate within a lesson or if distance marking is employed, to draw children's attention to misconceptions or omissions to individual's work.
- Children will **self-assess** against the learning objective using the traffic light system – Red – I need help, Orange – I'm getting there, Green – I can do this. When able, children should add a brief comment to explain their choice. This comment should be increasingly insightful from children as they progress throughout the school in order to give teachers an insight into what they found difficult, what helped them to develop their understanding (e.g. adult help or resources from the help desk) and what they feel that they are now able to do as a result.
- All children are encouraged to present their work to the highest standards. Progression in presentation is expected throughout the year.

Distance Marking/Feedback after the lesson

- **All books** should be checked and analysed after the lesson and sorted into piles depending on how the children have achieved. The most beneficial use of time after this is designing the next lesson with progression in mind.
- Feedback delivered closest to the point of action is often more effective than feedback provided at a later date, however at times, distance marking will be required e.g. when marking an extended piece of writing.

- The teacher will mark against the learning objective but will focus on strategies to help the child move on, rather than writing a comment for comments' sake. Any marking or feedback should support pupils to address the misconceptions or errors or move onto the next step.
- Teachers could comment on the basic skills when using distance marking if this has not already been done verbally at the point of working with a child e.g. spellings/grammatical errors - no more than 5 spellings will be identified for correction. (age appropriate).
- Written comments should be legible, correctly spelt and modelling the school's handwriting policy.
- When teachers/teaching assistants provide written feedback, they should aim to be as specific and directional as possible so that pupils have a clear understanding of what they have done well and what they could improve upon further before moving on to the next piece of work.
- Teachers must be aware of children's individual and group targets and share these with pupils.

Self and Peer Evaluation

- Peer and self-marking allows pupils to reflect on what they need to do next.
- Peer assessment does not necessarily mean that another child will write in their books. This feedback could be on a post-it or verbal. During self-evaluation, pupils should comment on how the help they received from their friend advanced their learning.
- Where pupils may struggle to write a meaningful self or peer evaluation comment, give them the choice of three options related to the success criteria e.g. 'Next time I will....'
- Red traffic lights should be used sparingly because these should be picked up during the lesson.
- Where a child has a green traffic light in their book, there should be evidence that they have had an opportunity to challenge themselves further through carefully designed activities or tasks.
- Children should be able to edit/correct their work at a point in the lesson that is appropriate to the lesson design. Pencil should not be rubbed out.

Feedback in the Foundation Stage

All children in the Foundation Stage have online learning journals. Within them practitioners make observations on the child. These observations record key moments of learning that take place and provide next steps for the child if appropriate.

All 'next steps' are verbally shared with the child and put into appropriate child language to ensure they can work towards these goals. Next steps are also shared with parents/carers via the online platform 2Simple.

Next steps are identified and modelled for the children, e.g. correct letter/number formation, with children given time to consolidate immediately.

Feedback for Remote Learning

When teaching remotely, it is important to consider the way we would give feedback to pupils if we were in a classroom and adapt these for Home Learning.

As outlined above, we would usually use:

- 1-to-1 feedback at a pupil's desk
- Whole class verbal feedback
- Individual written feedback for extended pieces of writing

During periods of Home Learning, pupils and parents share their completed work with teachers, who will respond with comments to celebrate pupils' achievements and provide challenges to further their learning.

To ensure we are continuing a personal and developmental conversation with pupils, teachers and teaching assistants are able to give individualised feedback using 'Google Classroom', as well as using pupil progress to inform planning. Comments will be positive and linked to the intended learning outcomes, with suggestions for age-appropriate improvements where relevant, this will ensure an effective continuation of learning and enable the child to progress.

Special Educational Needs

The SENDCO will liaise with all concerned to ensure information on individual children with special educational needs supports their teaching and learning. These children will have personalised targets which are shared with parents and outside agencies as needed.

Monitoring and Evaluation

The Senior Leadership Team will ensure the policy is implemented consistently across the school through:

- Discussion with teachers and pupils
- Lesson observations/learning walks
- Book looks – focusing on progression over time as a result of feedback
- Pupil Progress Meetings