



# Feedback Policy

Written: January 2018

Adopted by Governors: March 2018

To be reviewed: March 2021

## **Rationale**

We recognise that feedback is an integral part of the learning process and must be precisely positioned and embedded into each lesson. We believe that children benefit from incisive verbal feedback and the opportunity to discuss their learning with their peers and their teacher and therefore, written marking in maths has been replaced by pupil-teacher discussions. While some written feedback in English is viewed as beneficial, this will be limited to assistance with the editing of writing or appropriate next steps.

## **Feedback principles**

- Teachers have a thorough understanding of each pupil's needs through embedded Assessment for Learning practice during lessons
- Teacher time is spent effectively by looking at children's work after each lesson and adapting plans to meet the needs of the children in the following lesson and where necessary planning for targeted support or additional challenge
- Effective teacher questioning guides pupils to be able to self-assess and peer-assess where appropriate
- Pupils have ownership over their books and pupils are given the opportunity to self-mark and respond to feedback where appropriate and when this will advance children's learning
- Self and peer assessment is built into maths and English lessons where appropriate and when this will advance children's learning

## **Monitoring and evaluation**

SMT and subject leaders will review a sample of work from each class to monitor the implementation of this policy, conduct regular learning walks and talk to children about the feedback they receive.

The performance indicators will be:

- An improvement in children's attainment and progress evident in books
- Children demonstrate a greater understanding of what they have learnt, their strengths and targets.
- Teachers are regularly adapting lessons to meet the needs of the children
- There is evidence of targeted same day/next day support

## **English Non-negotiables**

- All books to be checked each day to inform planning for next day (including targeted support/challenge)

- In KS2, purple pen to be used for self/peer marking and completing any additional next steps
- Team points for exceptional work
- Where appropriate, next steps to be given
- From Year 3, steps to success which will have 'me' and 'peer' columns may be included in lessons. To be completed by children during lesson
- AFL, self-reflection and peer reflection to be built into appropriate writing lessons
- Children will indicate their own levels of understanding after sessions where this will guide the teacher in their planning of the next session using either a written three scale symbol or a visual sign (not understood, need some further practice/explanation, fully understood)
- Opportunities for children to use reflective prompts to evaluate/reflect upon their own learning

### **Maths Non-negotiables**

- All books to be checked each day to inform planning for next day (including targeted support/challenge)
- In Year 1, teachers will mark work during the session to provide immediate feedback and to allow children to respond to errors, misconceptions or additional challenge
- From Year 2, children have the opportunity to self-mark using marking stations or calculators and to respond immediately to errors
- In KS2, purple pen used for self/peer marking and points of reflection
- Team points for exceptional work
- Where appropriate, next steps to be given
- AFL, self-reflection and peer reflection to be built into appropriate maths lessons
- Children will indicate their own levels of understanding after sessions where this will guide the teacher in their planning of the next session using either a written three scale symbol or a visual sign (not understood, need some further practice/explanation, fully understood)
- Opportunities for children to use reflective prompts to evaluate/reflect upon their own learning

### **EYFS**

Although the rationale of feedback remains consistent across the school, there are some key differences between the principles and the monitoring and evaluation of feedback between KS1 and 2 and EYFS.

### **EYFS principles**

- All assessment and appropriate feedback is given verbally during observations
- Where appropriate, next steps are given so that children understand how to improve or build upon their learning
- In Reception, work in books may be annotated by the teacher so that it can be understood
- All work is dated and categorised via a stamp which identifies work as 'independent' or 'teacher supported' to assist in the process of moderation

### **Monitoring and evaluation**

SMT and subject leaders will review a sample of children's profiles and workbooks where appropriate to monitor the implementation of this policy, conduct regular learning walks and have an age appropriate conversation with children about the feedback they receive.

The performance indicators will be:

- An improvement in children's attainment and progress evident in profiles and books where appropriate
- Children demonstrate an understanding of what they are learning and how they can improve
- Teachers are regularly adapting their provision to meet the needs of the children
- Teachers can discuss ongoing additional provision and targeted support

### **EYFS Non-negotiables**

- Each child will have numerous opportunities to work with teachers and discuss their learning during a week
- In Reception, team points for exceptional work
- Where appropriate, next steps to be given
- Children have the opportunity to look through their profiles and reflect upon their learning
- In Reception, children will indicate their own levels of understanding after sessions where this will guide the teacher in their planning of the next session using a visual sign (not understood, need some further practice/explanation, fully understood)
- Opportunities for children to use reflective prompts to evaluate/reflect upon their own learning