



Together we Develop, Inspire, Succeed

Feedback Policy

June 2023

Review June 2024

Introduction

Our whole school policy for feedback relates to the ethos of the school and the values we seek to promote in all areas of the curriculum.

Feedback is 'information given to the learner about the learner's performance relative to the learning goals or outcomes. It should aim to improve the students' learning.' (Education Endowment Foundation)

Feedback can come in a variety of sources – oral (from teachers and peers), written, or in some cases delivered by digital technology. It is important to use a range of methods and it is important to focus on the quality of this feedback.

All children are entitled to effective, regular and comprehensive feedback on their learning. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Each child's development (including disadvantaged children) requires our understanding of their needs and personalities and growth within our school community. To ensure this ongoing development and to develop the child's eagerness to continue their learning, feedback should be effective, positive, clear and appropriate in its purpose and productive in its outcomes.

We see this as an acknowledgment of the child's own achievement, as well as a method of guidance, highlighting teaching points and also as part of our assessment process.

This policy has been developed in order to ensure consistency throughout the school and has an age appropriate school approach.

Why do we feedback?

- To provide dialogue between teachers and children and to share expectations.
- To benefit children, teachers and parents in checking progress and understanding.
- To appreciate the child's achievements and to demonstrate that work is valued.
- To identify individual pupils and groups that need specific help.
- To give encouragement and praise.
- To give a clear general picture of how far they have come in their learning.
- To help pupils to recognise important aspects of the work they are doing.
- To act as evidence of attainment related to Foundation Stage and National Curriculum programmes of study.
- To develop children's learning and identify their next steps.
- To inform teachers and parents of whether work was completed independently or was supported by an adult.

- To assess children's understanding and to inform teachers for future planning.

The principles behind our feedback policy:

- Effective, high quality feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information about how to improve.
- Whenever possible, feedback should be given immediately during the lesson to involve the child directly. The younger the child, the more important it is that feedback is oral and immediate.
- It should be positive, constructive and sympathetic without ignoring areas of difficulty. It is important to give feedback when things are correct – not just when incorrect.
- It needs to be selective both in terms of what needs to be highlighted for individuals and what is appropriate for them.
- Marking should be fair and applied consistently by all staff, including newly appointed staff, trainees and supply teachers.
- Written feedback needs to offer positive benefits to teachers, pupils and parents.
- Children's self/peer-assessment is used to engage the child in their own learning and developing their ability to self scaffold their learning.

How we give feedback and mark work

- Oral comments to the children should be as positive as possible and also indicate the next steps to develop the learning (green for growth).
- Comments, questions & symbols are used carefully and to support learning without detracting from or defacing work. They should be appropriate for the particular child.
- Pink and green pens should be reserved for writing only ('tickled pink' and 'green for growth'). The green for growth indicates an area for improvement and tickled pink an area of specific success. It is not necessary to use these on every piece of writing. We must provide opportunities for children to respond to their 'green for growth' as soon as possible or when appropriate to do so.
- The school star system should be used on every piece of work apart from maths (where the stars on the work should be ticked to show understanding). A smiley face indicates an 'OK effort' with room for improvement, the star indicates 'good effort', the lit up star indicates 'excellent effort'.
- Supply staff should use the smiley face/star system and write 'ST' on the page.
- Pedagogy stamps can be used to indicate successes and next steps.
- Abbreviations are used consistently across the school (VF = verbal feedback, I – independent work, S – supported by an adult or peer, I→S – at first with support and then independently).

Monitoring & Review

The Headteacher is responsible for the implementation of this policy. The Curriculum Lead & Subject Leaders, when monitoring their subject, will inspect work samples, talk to children and observe feedback in lessons to ensure the policy is being implemented.