

Husbands Bosworth Church of England Primary School



Feedback Policy

Date Completed:	April 2022
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Vision Statement

Our vision is as follows:

'Learning together to achieve our dreams' is the vision and challenge we set for all our children, families, staff and governors. We aim to provide the children with a curriculum that is engaging and purposeful. We want our pupils to be knowledgeable, well-rounded and confident children who are aware of and make a positive contribution to their community – 'love your neighbour' (Matthew 22:39). By offering an environment that is safe, caring and supportive we provide the conditions for all to flourish, challenging everyone to be the best that they can be: the person God created them to be. This is in keeping with our Trust's core purpose – learning, and core value – fellowship.

This vision, alongside the school's values of being Ready, Responsible and Respectful, have helped to shape this policy to ensure the best outcomes for all stakeholders.

Feedback Policy

This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and our commitment to Assessment for Learning and effective formative strategies. It should be read in conjunction with:

- Assessment Policy
- Equality Policy
- Special Needs Policy
- All subject policies
- Curriculum Policy

Rationale

It is vital that teachers evaluate the work that children undertake in lessons and use the information they obtain to inform and adjust their teaching. This process is called formative assessment. There is significant evidence in educational research that formative assessment, when embedded effectively in teaching and learning, impacts very positively on pupil learning and progress (Black and Wiliam; Hattie). The provision of feedback to pupils about their learning is a strategy which lies at the heart of formative assessment. For this reason, feedback, whether verbal or written down during marking, makes a very important contribution to the approach to formative assessment and its place in teaching and learning at Husbands Bosworth School.

Towards a whole school approach

To achieve a whole school approach, marking and feedback methods must be understood and agreed and should be:

- consistent across year groups
- developmentally appropriate to pupils' ages and abilities
- consistently applied by all those working with children in school, including supply teachers and support staff

Purposes for feedback

- to recognise, encourage and reward children's effort and achievement and celebrate success

- to provide a dialogue between teachers and pupils and clear, appropriate feedback about strengths and weaknesses in their work
- to support pupils in reviewing and assessing their own work
- to clarify future targets, by indicating next steps in learning
- to indicate how a piece of work could be corrected or improved against assessment criteria
- to help pupils develop an awareness of the standards they aim to achieve
- to provide additional support/more challenging work and to identify the nature of the support/challenges required
- to inform pupils of assessments the teacher has made
- to clarify and explain misconceptions and errors.

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children and its assessment outcomes need to be fed back into planning.

Principles

- Formative assessment strategies should be embedded in teaching and learning – e.g. clear learning intentions; co-constructed success criteria; effective questioning; feedback.
- Marking is written feedback; the sole focus of feedback should be to support learning.
- Written comments should be accessible (legible and comprehensible) to pupils, according to age and ability.
- Feedback provided at the point of learning is most effective; it can be verbal and written. Research evidence suggests it may be most effective when it is verbal.
- All pupils' work should be reviewed by teachers at the earliest opportunity, to inform teachers' planning of future learning. When work is reviewed, it should be acknowledged; this can be done in various ways, using brief written comments, stamps, stickers etc.
- Comments should refer to learning intentions and success criteria
- Comments and /or questions may form the basis of a discussion between teacher and child e.g. reviewing targets
- Comments may be oral or written, formal or informal
- Comments may be given on a whole class, group or individual basis

Oral feedback

- is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions.
- is usually interactive and developmental. It may give reassurance or a quick check on progress. The effect of teacher comments will be seen in a child's response in corrections, in moving on to the next learning step and in other evidence of progress in the pupil's work.
- may be in the form of a learning/reading conference or review.

Written feedback (marking) should be:

- **Meaningful** - legible and clear in meaning to the child

- **Manageable** – teachers should not be spending more time on providing written feedback than on planning and delivering high quality teaching and learning.
- **Motivating** – comments should be helpful, positive and motivate pupils to learn and achieve.

Marking methods and classroom practice

- Feedback is provided against clearly identified learning intentions and success criteria that have been developed with pupils (co-constructed).
- Teachers read, review and acknowledge all pupils' written work and make their own informal assessment notes about learning points, errors, gaps and misconceptions that need addressing.
- Informed by their assessment notes, teachers provide feedback to the whole class, to small groups or to individual pupils, as soon as possible (next lesson, following day etc). The visualizer is often used to demonstrate improvements, model excellence/examples of good work, corrections, techniques etc. Pupils' respond to feedback in editing, re-drafting etc.

Feedback occurs at one of three stages in the learning process:

1 Immediate

feedback at the point of teaching

- Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.
- Takes place in lessons with individuals or small groups
- Often given verbally to pupils for immediate action
- May involve a teaching assistant who may provide support or further challenge
- May re-direct the focus of teaching or the task
- May include highlighting/annotations using a simple marking code.

2 Summary

feedback at the end of a lesson or task

- Takes place at the end of a lesson or activity
- Often involves whole groups or classes
- Provides an opportunity for evaluation of learning in the lesson
- May take form of self- or peer- assessment against an agreed set of criteria
- In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.

3 Review feedback

away from the point of teaching (includes written comments).

- Takes place away from the point of teaching
- May involve written comments/annotations for individual pupils to read/respond to
- May be communicated verbally to individuals, a group or the whole class
- May involve the use of models and exemplars

- Communicates teachers' evaluation/assessment of pupil's learning or understanding which may