

# Worlebury St Paul's Church of England V.A Primary School

This policy should be taken as part of Worlebury St Paul's Church of England V.A. Primary School's overall strategy and implemented within the context of our vision, aims and values as a Church of England School.

## FEEDBACK POLICY

This policy forms part of a whole-school framework for learning and teaching. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

**How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.**

### PURPOSES:

- To recognise and encourage children's effort and achievement, celebrate success and promote independence.
- To provide a dialogue between teacher and children and clear appropriate feedback about strengths and development points in their work.
- To improve a child's confidence in reviewing their own work and setting future learning goals, by indicating the 'next steps' in learning.
- To provide clear next steps for children to move forward in their learning.
- To indicate how a piece of work could be corrected or improved against assessment criteria.
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- To provide evidence of assessments made and help moderate the interpretation of learning intentions.
- To involve parents more directly in reviewing their child's progress and to help in reporting to parents.
- To aid curriculum planning.

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

### PRINCIPLES:

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development (learning goals) it is essential that:

- They are made aware of the learning intentions of tasks/lessons and of the criteria against which their work will be marked / assessed.
- The learning needs of individual children are understood and work is matched and marked appropriately.
- Their work is marked in such a way that achievement is acknowledged and teaching points are highlighted.
- Where appropriate marking/feedback is linked directly to learning intentions and goals.

### GUIDELINES:

All work is marked regularly and feedback is prompt. Feedback on children's work at this school takes a variety of forms which include:

- Verbal feedback from the teacher or teaching assistant to the child.

*Note: Research has shown that immediate feedback is the most effective and is therefore more likely to be **VERBAL** than **WRITTEN**.*

**Verbal feedback ...**

*... is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions. Written reflections can limit the quality of discussion about learning.*

*... 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 moving on to the next learning step.*

*... may be in the form of a learning/reading conference or review*

*...needs to be denoted by the adult or child with a simple 'VF' beside the focus work*

- Feedback from the teacher to the whole class or group, for example in a plenary session.
- Peer verbal feedback from another pupil, particularly in the form of discussion.
- Work formally marked by the teacher or teaching assistant in the absence of the child. This includes:-
  - Quality feedback, against the learning objective or personal targets, indicating successes in pink pen and improvement prompts in green pen in order for children to close the gap between what they have achieved and what they could achieve.
  - Acknowledgement where the Learning Objective(s) has been achieved.
  - Include the child's name in a written comment.
  - Write comments that the child can read and understand.
  - Areas for the development of basic literacy skills. Basic punctuation and grammatical errors will be indicated by codes (Editing Symbols).
  - High frequency spelling errors must be identified first before any other spelling errors.
- Work self-checked or self-marked by the child themselves.
- Peer reviewing or feedback, by another pupil.
- Paired or small group feedback between peers.
- Instant pupil feedback, including "smiley face" (Key Stage One), "traffic lights" (Key Stage Two), or individual whiteboards.

**ORGANISATION:**

- When work has been distance marked, time must be given for children to read and then make a focused improvement based on the improvement suggestion. In order for the feedback to be formative, the information must be used and acted on by the children.
- Feedback methods should be consistent across year groups and developmental across the age-range
- Guidelines should be consistently applied by all those working with children in school, including supply teachers and support staff.

**Teachers at Worlebury St Paul's Primary School know that immediate feedback is the most effective and is therefore most likely to be verbal.**

**CURRENT EDUCATIONAL RESEARCH SHOWS THIS TO BE SO.**

