



UNSWORTH PRIMARY SCHOOL

Policy for Feedback



“Together we build understanding”

This policy is set within the context of our Mission Statement which states that we aim to:

- Provide a stimulating learning environment
- Develop the self - esteem of every child
- Value and promote personal achievement, high standards and respect for all individuals

Aims

- To reinforce strengths and identify areas for further learning opportunities /for improvement in pupils work
- To enable pupils to become reflective learners
- To enable teaching staff to provide challenge and ensure good progress for all pupils
- To gather information to inform future planning or targeted intervention/support
- To set high expectations and monitor achievement

Principles

We recognise that the most effective feedback for any individual is that which takes place whilst a task is being completed or at the earliest available opportunity. We endeavour to ensure that all feedback whether written or verbal is given to the pupil prior to the start of the next lesson in that subject; this ensures that the task is fresh in the mind of all those discussing it and enables feedback to be focussed and immediately useful. All pupils should be given regular opportunities to review and respond to feedback.

The feedback relating to a child's work can be either verbal or written. We feel that verbal feedback is the most effective form of marking for our pupils. We use learning conversations within lessons to provide this feedback and books evidence this through the use of the symbol “LC” and an annotation to note the subject of the learning conversation. In addition, we recognise over several pieces of work that where written feedback is used, it should take a variety of forms. Staff should use their professional judgement as to which is the most useful for the child and relevant to the task and time available.

Different types of feedback (verbal and written)

- Correctional marking
- Marking that makes reference to specific assessment criteria
- Summary of pupils attainment or progress – at the end of a piece of work
- Next steps comment
- Questions or challenges that the pupil needs to respond to
- Deep marking – detailed marking which is evident throughout a piece of work
- Peer or self - marking

- Reward marking in the form of house points, stickers or comments that praise the pupil

We believe that when giving feedback staff should:

- Focus on key success criteria made clear to the children at the outset of the task.
- Evaluate pupil achievement against specific learning objectives and learning skills.
- Evaluate progress against assessment criteria.
- Challenge an individual to higher achievement by setting further challenges to extend or deepen learning
- Ensure that feedback is appropriate and accessible to the age and stage of a child's development
- Promote critical thinking through a range of questions/tasks to guide children's development within the subject – see Bloom's taxonomy.
- Celebrate, reinforce and reward both good progress and high achievement.
- Contribute towards creating a source of information/evidence, which demonstrates child's progress over time.

Responsibilities

All stakeholders have a responsibility to carry out various duties which are central to our feedback approach:

Pupils

Should be involved through:

- Self - evaluation, group and peer evaluation of work against learning objectives
- Reading and responding to comments made by the marker as well as making appropriate comments about their own learning/progress.
- Improving pieces of work based on feedback.

Teaching Staff

Should be involved through:

- Planning pre/post assessment tasks to inform teaching units
- Informing children of the objective/ success criteria for the task and the selected focus for marking.
- Modelling to pupils how to provide feedback using specific success criteria or checklists
- Ensure pupils experience a range of different types of feedback across the curriculum
- Endeavour to provide feedback on pupil's work prior to the start of the next lesson in that particular subject
- Committing to giving verbal feedback during the lesson wherever possible
- Providing time at the start of each lesson to share written marking and ensure pupils are given time to act on it
- Informing and adapting plans/teaching sequence in response to feedback
- Monitoring pupil improvements and further work in relation to previous targets.

- Tracking whether pupils are acting upon feedback given and intervene if needed
- Highlighting and reward good work.
- Modelling and promoting a high quality of presentation.
- Supporting pupils with self/peer assessment so that the process becomes embedded and enables learning to move forward

Senior Leaders

- Monitor the consistency of subject specific feedback through work samples, pupil learning conversations, and informal learning walks/lesson observations
- Feedback on strengths in practice and areas for development
- Monitor the effectiveness of policy and guidelines on pupil's progress over time.

Guidelines:

- A number of recognised symbols may be used when marking these are to be used in accordance with professional judgement. (See Appendix I) Marking symbols should be clearly displayed in all classes for pupils to refer to.
- Year group specific approaches are outlined in (See Appendix II)
- If work has been marked by someone other than the class teacher this needs to be initialled by that person
- Pupils in KS2 mark or edit work in pencil
- Pupils in KS1 or FS mark or edit work in pencil.
- There are a number on non-negotiables regarding presentation and the setting out of work (See Appendix III)

Links to other policies:

Teaching and learning policies, Assessment, recording and reporting policy

Created 2013 by W.Sinclair
 Reviewed November 2017 by A Rhodes
 Next Review September 2018