Feedback Policy

Rational

Feedback is an integral part pf the learning process and forms a part of the formative assessment process. At Isaac Newton Primary School we will take a practical and professional approach to giving the children feedback on their learning at an age-appropriate level. All children are entitled to regular feedback on their learning. This policy sets out the procedures used in our school to ensure an efficient whole school approach that will inform pupils, staff and all stakeholders.

Aims

We offer feedback to children to:

- show that we value their learning, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear picture of how far they have come in their learning, and where the way ahead lies;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

Feedback is:

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.

Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).

This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. (EEF, Feedback.)

Feedback is linked to the lesson objective and where appropriate, individual targets. The most effective feedback is given 'live' and in the moment and moves the learning forward. It has been proved that verbal feedback has greater impact on progress, and we give children verbal and written feedback during the lesson as much as possible.

Marking Procedures:

- Feedback should be given at the point of learning and orally as much as possible as research shows the this is the most effective. This may be supported by pink highlights to indicate where the pupil has met the learning objective in the work or yellow to indicate an error or misconception (see marking codes).
- If verbal Feeback only is given staff should indicate this with a v on the work with green biro.
- Teachers will look through all books at the end of each lesson to check for common misconceptions and to inform future planning and interventions needed.
- There is no need to write comments in books as progress and pupils response to marking in purple pen should be apparent.
- Praise should be positive and specific. Effort should be praised rather than outcome (see appendix)
- Pupils should make improvements to their work using purple pen where appropriate.
- Feedback should be throughout the whole lesson, particularly after the teacher has checked for pupil understanding and scaffolded work.
- Feedback should be tailored to the needs of the individual/ it should raise their aspirations and confidence. Some pupils need careful nurturing as they respond badly to perceived criticism. Others need a strong push to lead them to increase their effort.
- Work should be well modelled and scaffolded to ensure that pupils are not practicing errors or misconceptions.

Where written feedback is appropriate, the following codes/annotations will be visible in books:

English/ wider curriculum

Sp underline word and mark with Sp pupils may do this themselves if they are unsure of a spelling.

^ insert word

V in green biro- verbal feedback given

   Pink highlight one or two examples of where the pupil has been successful. This should relate to the learning objective. This should be at the point of learning

   Yellow highlighter to indicate where an edit is needed, or a mistake has been made and needs to be to be corrected. One or two examples only. This should be at the point of learning.

G guided group work

S supported

Maths:

V   in green biro - verbal feedback given

✔   Green biro tick for all correct answers

.   Green biro dot for an incorrect answer

   Yellow highlighter to indicate where an edit is needed, or a mistake has been made and needs to be to be corrected. One or two examples only. This should be at the point of learning.

G guided group work

S supported

Appendix:

	Feedback more likely to move learning forward			Less likely
	Task	**Subject**	**Self-regulation strategies**	**Personal**
	Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.	*Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.*	*Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.*	*About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.*
KS1 examples	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	*'Great work—you're brilliant at maths!'*
KS2 examples	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	*'This is ok, but you are better than this!'*