

Feedback Policy

POLICY INFORMATION

Ratified by the
Board of
Governors

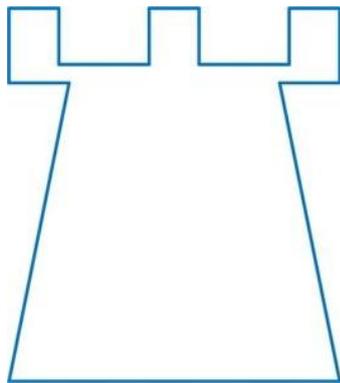
Date:

Signed:

Chair:

Review date:

Sheriff Hutton Primary School



Supported Happy Pupils
Succeed

At Sheriff Hutton Primary School we give feedback to children to show them that we care about their efforts and the progress they make.

Feedback helps them understand how and why their work is successful and how it can be improved. It is vital in assessing the effectiveness of our teaching - what children have understood and what we need to teach them next. Feedback opens a dialogue between the teacher and the child and, therefore, provides further opportunities for assessment.

Our policy considers relevant research from the Education Endowment Foundation as well as recommendations from the Department of Education and other expert agencies regarding marking and teacher workload.

We understand effective feedback should:

- Be meaningful, manageable and motivating.
- Encourage and support further effort.
- Be specific, accurate and clear.
- Encourage children to correct their own mistakes rather than just providing correct answers.
- Identify misconceptions so that the teacher can address these in future lessons.

The focus of all feedback should be to further children's learning. It should empower children to take responsibility for improving their own work, with support and guidance from adults. The role of the adult is not to take away this responsibility by doing all the hard thinking for the child.

We aim to make use of the good practice approaches outlined by the EEF toolkit to ensure children are provided with timely and purposeful feedback that furthers their learning and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

At Sheriff Hutton Primary School, we appreciate the importance of

- Providing purposeful feedback within the lesson or by the next appropriate lesson.
- Ensuring children can contribute to the evaluation of their progress as appropriate to their age.
- Gaining feedback from peers as well as adults.
- Be given regular opportunities to respond to feedback independently or with the support of an adult.
- Receiving feedback in a variety of ways to suit their age and the nature of the task.

The marking of recorded work is also of interest to parents / carers and to education professionals working with the child or with the school.

Foundation Stage towards Key Stage 1

In the Foundation Stage verbal feedback and affirmation by the teacher or teaching assistant, speaking directly to the child, is the most effective way of feeding back to a very young child.

Affirming and praising effort is very important to young children. Praising outcome is less effective in terms of developing the child's self-esteem, resilience and perseverance.

Teachers and teaching assistants working directly with focus groups of children should feedback to the children whilst the task is being carried out or very soon after it is completed. Feedback should be as positive as possible, always picking out something the child has attempted and affirming that effort or achievement. Suggestions of how to improve their work and corrections of any

misconceptions should also be provided. Encouraging effort and good ideas whilst the task is in progress is good practice.

Occasionally it is appropriate to write a written comment on young children's work, although for many children of this age the main audience may well be adults (parents and education professionals).

Key Stage 1 and Key Stage 2

In practice feedback may be given immediately (within the lesson) or in summary and review (at the end of the lesson or unit of work) following a review of progress.

A range of effective feedback strategies could be used (see appendix) and teachers are expected to use a variety of them to match the needs of the class or individual child.

Maths

Activities and challenges are differentiated to suit the needs of all learners, in many lessons a child-led approach enables the child to choose their own level of differentiation. Answers will, therefore, often be available for a child to self – assess their work.

Checking and correcting involves thinking deeply about the learning. Teachers should model ways of checking work such as using inverse operations, demonstration to groups or individuals.

English

Reading

Comments when group or individual reading will be supportive, positive and developmental. A note in the individual reading record will enable parents to monitor progress and support their child.

Writing

Feedback should reflect aspects being taught as well as reminding children about the basic skills of presentation, punctuation, spelling and grammar. However, it is not necessary to identify every error.

Children may receive class feedback about strengths and areas for development, this could be alongside direct teaching about how to identify and address their own weaknesses.

Where appropriate the work will also be annotated to show whether it was independent or assisted.

Other Subjects, including science.

The feedback should relate to the learning objective (WALT), and when necessary the presentation, punctuation and spelling etc.

Responding to feedback

When a child is improving, altering or refining a piece of work this will be done in purple pen so that the teacher may see what changes the child has made. If a child repeats a calculation this will also be done in purple pen.

All teachers, including supply teachers are involved in the feedback process. A copy of this policy will be provided for all supply staff. The policy should also be explained to parents at opportunities such as open evenings.

Monitoring and evaluation

The headteacher will monitor and evaluate the implementation of this policy.

Reviewed: January 2018

Next review: January 2020

Appendix

Feedback Strategies

Immediate	<ul style="list-style-type: none">▪ Verbal feedback – throughout a lesson or session. Written comments by the teacher or teaching assistant reviewing the work may be made with a 'V' written to denote verbal feedback.▪ Hot marking – comments in books during the lesson, including ticks if appropriate.▪ Dot marking – teacher adds a dot to an aspect or answer the child needs to revisit.▪ Check-in – the teacher 'checks-in' with children throughout the lesson.
Summary / Review	<ul style="list-style-type: none">▪ Plenary – evaluation against the success criteria.▪ Peer marking – kind, specific to the learning objective and helpful.▪ Self-assessment – an opportunity to reflect on and improve their own work.▪ Corrective review – comments and notes (in green) made on strengths and teaching points. This informs future planning.▪ ✓ or 😊 identifies positive achievement towards the learning objective▪ Yipee Yellow highlighter will identify a particularly positive aspect which may link to the learning objective or a feature of spelling, grammar or punctuation.▪ —┘ denotes the next step to improve work▪ Good work and effort may be rewarded by the use of stickers, team points, certificates etc.▪ For common spelling errors, the word is identified (sp). In some cases the correct spelling is written down for the child.▪ For common spelling errors children are asked to self – check where appropriate.▪ Punctuation mistakes may be circled or overwritten with correct punctuation.▪ Prove it Show me Find and fix....._comments relating to the lesson focus.