



Brierley Hill Primary School

Feedback Policy

This policy has been written and developed with our school mission statement and aims in mind:

At Brierley Hill Primary School, we:

Wish all children to grow and develop into confident young people with respect for themselves and for each other, to have high aspirations and to achieve the very best that they can in all aspects of learning.

We aim to:

Enjoy Learning

Work Together

Achieve Goals

Celebrate Success

"Every Child Achieves"

Approved by:	The Governing Body	Date: 17 th September
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Feedback Policy



"When pupils are set work to do they have the right to know why they are doing it, to know that they will have some sort of feedback, and that as a result they will be able to improve their learning" (Black & William '98)

This policy forms part of the whole school policy for teaching and learning and has direct links with curriculum planning and assessment. Assessment for learning is formative in nature and takes place all the time in the classroom.

Rationale

Raising standards involves focusing beyond what children learn to how they learn and how teachers intervene in this process. Intervention is often through written and verbal feedback to learners. The primary purpose of giving feedback to children is to help them to improve their learning. Feedback, whether written or verbal, is therefore an integral part of the teaching and learning cycle and it is vital that feedback is given with care, thought and consistency.

This policy fits in with our 'every child achieves' school ethos. The feedback children receive WILL have a direct bearing on learning attitudes and future achievements.

This policy must be:

- Consistently applied by ALL staff.
- Productive in its outcomes.
- Informed by pupil's learning targets.

NB: In this policy the term 'feedback' refers to both written and verbal feedback unless specified.

Why do we give feedback to children?

To:

- Develop children's ability to affect their own learning.
- Provide information to help each child progress.
- Make a teaching point and set individual targets.
- Reinforce expected standards.
- To feed into our curriculum planning.
- Give praise and encouragement and show we value their work and their efforts.
- Written feedback can also provide a record of an ongoing dialogue for parents and outside agencies and record a child's achievement.

Key Principles behind giving Effective Feedback to Children

Staff at Brierley Hill Primary School have agreed the following as the key principles behind giving effective feedback to children.

- 1) The purposes of feedback must be clear
- 2) Feedback is a shared, two-way thing, a dialogue
- 3) Feedback must be focused.
- 4) Feedback should be written against the learning Intention and or success criteria as appropriate.
- 5) Feedback should be specific about what is good or not so good.
- 6) Feedback strategy used should be appropriate for the purpose and the context of the work.
- 7) Modelling of outcomes is an important part of providing feedback.
- 8) Feedback must convey that a child's effort is valued.
- 9) Feedback is less effective if it always includes marks or levels.
- 10) Learners need time to absorb and act upon feedback.
- 11) Children need to know how they benefit by responding to feedback.
- 12) Feedback can feed into, but is not the same as, longer term target setting.
- 13) Good quality feedback contributes positively to behaviour management.
- 14) To be effective, feedback should cause thinking to take place.

Principles into Practice - A Whole School Approach

In order to address the above principles, it is *essential* that:

Children are made aware of the learning Intention and success criteria:

This is what we are learning and these are the things I will be looking for in your work.

Tasks set are appropriate and matched to the learning needs of the child.

Prompt and regular feedback occurs in all lessons and all subjects.

Feedback, whether verbal or written, must focus on what the child has done well, what he/she been less successful in and how improvements can be made.

Comments made are positive and productive and reflect the ethos of the school.

Feedback should be specific, reflecting the success criteria/learning intentions. It has been agreed however, that there may be specific occasions where an additional comment needs to be made which is not specific to the learning intention but is significant enough to warrant feedback (i.e. presentation) either to praise or to offer guidance.

Children are given time to absorb, reflect upon and respond to feedback.

Self-Assessment Children should have opportunities to assess their own and one another's work against the learning Intention using green Highlighter for confidence, yellow if they have struggled and need a little more practice at the skill and pink if they really need to spend a lot more time.

The outcomes of feedback, along with other information, are used to adjust future teaching.

In order to be consistent, strategies for providing feedback have been agreed as follows...

Written feedback:

- Written feedback must be clear in meaning
- Feedback must be well presented, modelling kinetic letters handwriting and using correct grammar.
- Comments should be made in a different colour to that used by the child (not red).
- Comments must be developmental whenever possible. Where it is not appropriate to write the next steps for learning (i.e. at the end of a unit of work) a question or problem might be posed to extend a child's thinking.
- Comments must reflect the age, abilities and take into account any individual needs of the child.
- Marking for the intended learning outcomes should always be the focus of comments however it may be necessary to draw a child's attention to errors of spelling and grammar — we must however be mindful of the detrimental, disheartening effect highlighting every error can have on a child.
- Using the child's name in written feedback personalises it.
- Any coding used must be consistent across the phase (see appendix 1).
- Written feedback should be initialled if not given by the class teacher.

Response to Feedback

Teachers must ensure that time is allocated during lessons for children to read, reflect upon and respond to feedback. This should also include time for improvements to be made in the light of the feedback given. It has been agreed that children should make these improvements using a sharp, pencil. Improvements should always be acknowledged by feedback from the teacher.

Frequency of feedback

For written feedback to be effective it must be given to children promptly.

Whenever possible, this should take place during a lesson with the child.

For written feedback to be most purposeful, children need to receive feedback on their work before the next lesson for that subject. This is of particular importance in Numeracy and Literacy.

All work should be acknowledged.

Verbal feedback

Positive verbal feedback is a key feature of reporting to children how well they are doing. It is viewed to be very important to a child's future learning. Research shows that 'verbal feedback is the most important way of encouraging progress'.

Verbal feedback may be used to give reassurance, refocus a child on the learning intention, or give a quick progress check.

Verbal feedback is the primary means of providing feedback in the Foundation Stage.

Verbal feedback should reflect the ethos of the school and therefore behaviour specific feedback should be used.

Where verbal feedback has been given regarding a piece of work, the appropriate code should be used (see appendix 1).

Verbal feedback may often be reinforced with a written comment (i.e. after a lesson).

Subject Variations - Numeracy

Providing written feedback in Numeracy is twofold. The teacher should mark the answer using a tick (or a dot using a pink Highlighter by incorrect answers) but the teacher should also mark the process. Where the process is correct but the answer is incorrect or vice versa, a comment should make reference to this.

Teachers should avoid marking every computational error – highlight no more than three if the same error has been made and demonstrate the correct method.

Time should be given for children to do corrections (using a sharp, pencil). These corrections should be acknowledged by the teacher with a tick and a letter 'c'.

Monitoring

The consistent implementation of this policy will be monitored by SLT on a regular basis. This monitoring will include book trawls and meetings with children to review progress and their knowledge of their next steps in learning.

- During Covid-19 we are providing minimal marking to minimise contact and books being taken home by teachers.



Appendix I:

(VF) – Verbal feedback given

(WS) – Child worked with support

(WS+) – Child worked with a lot of support

(GW) – Group work

(MW) – Modelled Writing / work

(CW) – Class Work

(PW) – Paired work

(C) – Correction

(I) – Independent work

... to indicate an error

✓✓ - to indicate something good.

// - to indicate where a new paragraph needs to be

^ to indicate where a word has been missed.

⇒ Something to do

⇒ **Next Steps** indicates the next step or challenge

SLT

_____ incorrect spelling of known sound