



Headteacher – Miss Amanda Rogers

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Learning Feedback Policy

Principles:

- children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning
- feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning
- regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.
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Positive Feedback Strategies:

Marking is a form of feedback but is only effective if:

- it informs both the child and the adult of what has been achieved and what needs to happen next
- the child has an opportunity to read / respond to the marking
- it is informing the teacher of learning needs which can be incorporated into future planning

Remember that:

- written feedback is most effective in the presence of the child
- children should be given time to read/reflect on/respond to marking
- effort should be acknowledged alongside achievement

Meaningful feedback by teachers should take some of the following forms, as appropriate to the work:

- feedback should be related directly to the learning intention / success criteria
- when marking in books the use of **red pen** to promote positive aspects and **blue pen** to draw attention to errors or areas for development within a piece of work
- verbal positive comments and guidance to pupils to move their learning forward
- pose an open question specifically related to the objective/s to think about next steps
- a correct example given by teacher
- a request to do some corrections
- use of continuous oral feedback
- asking children to check their work again referring to success criteria (with time given to do so)
- drawing attention to how children have moved on
- working with groups can mark their work
- time allocated for 1:1 discussions with pupils

Notes:

- Teachers' handwriting needs to be legible as a model for the child
- Not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on, and incorporated into the planning.

Guidance for Peer / Self Assessment:

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning. Within most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria. Feedback, whether verbal or written, should be specific and meaningful. It also acknowledges the need for clear modelling and training of children in how to peer and self assess meaningfully, and that time is planned into lessons to make improvements.

Some successful peer / self-assessment strategies include:

- 2 stars and a wish
- Traffic lights systems
- Thumbs up / thumbs down
- use of red (positive) and blue (development) highlighters
- use of green pens to edit work and make suggestions for improvement

Expectations

All books should show a combination of positive feedback strategies. Informal notes or jottings do not require feedback unless to inform the child of their next steps.

All feedback on learning will take into account the age and needs of the individual child and their learning experiences will reflect this.

Detailed feedback:

- For Literacy and Maths, there should be a fair balance of teacher and child marking
- Teachers should also be conscious of checking the quality of peer and self assessments made by children
- For foundation subjects there should be evidence in Topic Books of teacher, peer and self assessment. Comments written in the topic books by the teacher or pupils should reflect how children were successful in achieving the success criteria. Children should be given opportunities to feedback their comments about other children's work in the topic books throughout the year;
- Not all pieces of written work will be marked in depth, however marking will support the child onto their next steps appropriately.
- Cover/Supply teachers need to mark and initial all work

We recognise that effective feedback for children in Maths often takes the form of discussions, small group work, self and peer assessments; and our books reflect this. Parents are informed about how we provide children with appropriate feedback on their learning

Alternative Ways of Sharing/Celebrating a Child's Success

- openings of lessons
- mini-plenaries eg Why is this good?
- plenaries and showing children's work
- Assemblies
- Achievement Awards
- Displays