



St Andrew's CE Primary School Much Hadham



'Life in All Its Fullness – Come and See' John 10:10,1:39



Feedback Policy

Aims

We aim to ensure that all children receive feedback on their work in order to:

- focus on moving learning forward, targeting the specific learning gaps that pupils exhibit
- develop a culture of self-improvement - that children see themselves as learners and strive to improve their progress
- develop their self-confidence by raising their self-esteem
- provide opportunities for self and peer assessment
- aid our pupils to identify strengths in their work
- be a means of giving encouragement towards producing work at an acceptable, yet challenging level
- indicate to pupils what happens next and what improvements can be made to ensure progression
- check for standards both individually and within the class

Feedback of any sort should be given in a respectful and constructive manner.

Principles

At St Andrew's Church of England Primary School, we recognise the central role in education played by effective feedback, and we are committed to maximising its impact.

We engage with recent research and current pedagogical thinking, including reports published by the Education Endowment Foundation, and we use them to inform our practice to improve outcomes for our children.

This policy was written in consultation with staff, Governors and pupils (Pupil Parliament). It sets out how we assess children's strengths and weaknesses every single day, and how we use that information effectively to maximise learning.

Feedback will be based on teachers' ongoing formative assessment.

How we give feedback

The school has put together a table to show how teachers and other support staff provide feedback to pupils and also how the senior leadership team will monitor and support this.

Type	What it looks like	Evidence
Immediate	• Takes place during a lesson with individuals, groups or the whole class. • Includes formative assessment from the teacher and/or teaching assistant • Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. • Praises effort and contributions.	Lesson observations; learning walks; pupil voice
Responsive (catch-up)	• Takes place after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately.	Learning walks; observations; feedback grids; book looks; pupil voice
Summary (feed-forward)	• Involves reading/looking at the work of all pupils at the end of a lesson or unit and completing a feedback grid. • Identifies key strengths and misconceptions for the class or sub-groups. • May take place during the following lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or support from the teacher or teaching assistant. • May be delivered by the teacher or a teaching assistant. • Informs future planning.	Whole class feedback grids; lesson observations; learning walks; book looks; pupil voice

For pupils who are unable to recall verbal feedback, signs and symbols may be used as a visual reminder eg a picture of a finger may be used to remind children to use finger spaces in their writing.

Feedback grids (see Appendix)

Teachers use a feedback grid, on which they record details of children's learning. Our feedback grids drive the assessment, feedback, and learning cycle. They consist of notes and jottings, children's initials and perhaps abbreviations – it is a tool for the teacher and does not need to be presented neatly or formally. Teaching assistants can also make effective use of these grids.

Not every child will be identified by name on every grid after every lesson, because their needs may sometimes be addressed alongside those of others as common misconceptions or errors.

EYFS annotate their planning and assessment sheets to note which children need more support or have met an objective.

Self -Evaluation/Peer Assessment

Pupils are coached in the process of self-evaluation/peer assessment. This may include:

- looking for success measured against success criteria and suggesting improvements
- Use of talk partners – to involve oral as well as written feedback
- Consideration of positives and of EBIs (Even better Ifs) when assessing own/ peer work
- Become the teacher – supporting others
- Self marking

Pupils will be given time and opportunity to act upon suggestions.

Monitoring and Evaluation

The Senior Leadership Team monitor the implementation of this policy through a set monitoring cycle.

The desired outcomes for this policy are:

- rapid improvement in pupils learning
- improvement during lessons and over time, through the outcomes in the pupils' work
- greater clarity amongst pupils concerning their achievement and progress.

Sample whole class feedback form

Date:

WALT:

Great examples to share	Three ticks	
Absence or unfinished work	Common misconceptions	
Further support needed		Next steps in learning
Additional notes		