



FEEDBACK POLICY 2020

Policy Originator: Headteacher

Status: Non Statutory

Review Period: Annually

Date: November 2020

Next review date: November 2021

The Aims of this Policy are:

- To contribute to pupil achievement, self-confidence, pride and ownership of their work;
- To use feedback to inform assessment;
- To encourage opportunities for both self and peer assessment;
- To provide frequent feedback of a consistently high quality;
- To have consistent and manageable practices.

Principles of Feedback

- Feedback is an essential part of assessment for learning. Feedback is focused on what the pupils are achieving and what they need to do to improve – the next steps for their learning;
- Pupils are involved in the feedback process – it is important that they are able to evaluate their learning;
- Feedback is a vital part of the planning, implementation and assessment cycle.

Feedback

We embrace the principles of assessment for learning which involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

One key characteristic of assessment for learning is using feedback strategies. Sharing learning objectives and success criteria at the start of the session provides the focus for feedback from teachers as well as peer and self-assessment. Learners need information and guidance in order to plan next steps in their learning.

Tickled Pink & Green for Growth

Two highlighters are used to mark children's written work (in all subjects) throughout the session, by all adults who are supporting the pupil's learning. A pink highlighter is used to highlight parts of the work that have met the learning objective and green for places that need improving/next steps for learning related to the learning objective. Green can be used to write a challenge question for pupils. As this takes place during the session children are able to respond to the feedback immediately.

Maths: Pink can be used to show good processes as well as correct answers and green can be used to highlight an area to try again on. A box drawn will demarcate a correction to be made.

Each group that is supported by a teacher or a teaching assistant will be given developmental feedback every day, and in every session. Other children working independently will also receive developmental feedback, verbally and using the highlighter method.

The children's work should not be dominated by highlighting and pink should outweigh green.

Children can assess their own work using green and pink pencils.

Supporting Pupils' Involvement in feedback

Verbal feedback should be given as part of the process of assessment of learning during teaching sessions, e.g. specific praise for asking a relevant question, responding with ideas to questions, using appropriate learning strategies, identifying next steps for learning.

A bank of language structures/sentence starters have been developed to ensure a shared and consistent vocabulary. These are displayed in each classroom.

Using Star Checkers

In order to involve children in self-assessment, they should first read through their learning. Then using a highlighter pen, they highlight the star checkers that they consider they have achieved. This is then discussed with the teacher and agreed or challenged by the teacher. This is done verbally in reception.

Context Code

Any recorded learning needs to show:

- if the child completed it independently by marking with an **I**
- if the child was given adult support by marking with a **T**
- if the child worked with a friend/s by marking with an **F**
- if the piece of work is for assessment purpose by marking with an **A**
- if set by a teaching student - **TS**
- if set by a supply teacher- **S**

All pieces of learning must be dated.

Misunderstandings – for instance a series of calculations that are wrong – the teacher keeps the work aside to discuss with the child as part of an oral feedback session.

Alternatively, pupils can be asked to find and change the calculations that are wrong. Misconceptions should be addressed as soon as possible.

Feedback on Reading

Verbal feedback after a reading session should relate to a discussion of the text and questions posed about the text, as well as the child's decoding skills.