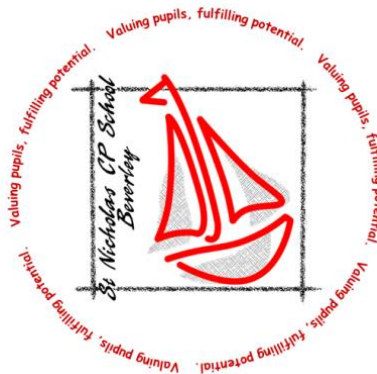# Beverley St Nicholas Primary School

Feedback Policy

September 2021

Rationale

This Feedback Policy has been developed in conjunction with the teaching staff following INSET sessions looking at best practice, existing practice, sharing relevant research and considering the needs of our pupils.

Making the transition from 'marking' to the broader term 'feedback' is more than just window dressing. Marking quite obviously presupposes a 'mark' on the page, whereas much of our daily pedagogy consists of oral formative feedback. 'Verbal feedback is an integral aspect of effective instruction that can be delivered in a variety of different ways. It can be pre-planned and highly structured, such as whole-class feedback or a structured one-to one discussion; alternatively, it can be instantaneous and spontaneous, such as quick prompt task advice' (Education Endowment Fund, 2001)

The aim of this policy is to:
- ensure clear understanding of the purposes of feedback (staff, pupils and wider community)
- ensure procedures and processes of effective feedback to pupils are consistent throughout the school in relation to their learning.
- maximise progress and support pupils in further developing their learning powers.

As a school, we see the greatest impact when we agree, adopt and maintain a consistent approach which is age and ability appropriate. At Beverley St Nicholas Primary School, we believe that pupils learn from achievements and their mistakes through effective feedback which 'should focus on moving learning forward, targeting the task, subject, and self-regulation strategies.' (Education Endowment Foundation, 2001).

Our teachers/teaching assistants support pupils learning by providing feedback which is:
- *positive*
- *constructive*
- *relevant*
- *a timely reflection on their learning.*

Effective feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in the process it helps to embed learning swiftly and leads to pupils being able to demonstrate mastery of concepts. Pupils own feedback and self- assessment is used to inform future planning. Quality feedback whether verbal or written will deepen thinking and reflection.

Principles of quality feedback includes:
- Verbal discussion between learner and teacher
- Teacher assessment
- Self-assessment
- Peer assessment

What does feedback look like at Beverley St Nicholas Primary School

- All learning in books is acknowledged to show that it has been looked at – this will take the form of teacher initials or a teacher stamp.
- Pupils will have the opportunity to look over their own learning and try to spot and address any 'mistakes' with the support (where necessary) of learning partners or adults in the room.
- Learning that has taken place is used to highlight any misconceptions and inform the teachers planning for future lessons.

- Children will self-assess or peer assess their own learning – Year 2 upwards on a regular basis with Year 1 working towards this in Term 3. The outcomes of this will be recorded clearly in the children's books (usually in the form of green pen).
- There will be a focus on identifying one's own errors and editing or redrafting work after feedback from the teacher.
- We will engage in strategic 'minimal marking'. The teacher starts with the assumption that no pupil needs much help to edit their work, aside from the scaffolding and modelling that has already been done in the lesson and does as little as they need to help them edit. It works on the basis that the whole point of feedback is to 'feed forwards', and ensure the pupil knows what to do next time. Pupils who need more help on something get a prompt when the teacher looks at their books. Teachers write 'missing words' or 'full stops' so the pupil knows to focus on that.
- Any feedback whether written or verbal should be motivating, personalised and refer to specific achievements.
- Children should be able to answer clearly when questioned about their own personal learning journey – What can I do? Where am I at? Where next?

Non –Negotiables for any feedback
- Learning is acknowledged and verbally discussed with children on a daily basis.   - Any comments recorded by adults in books which reflect feedback or otherwise, are to be completed in clear, legible handwriting using a blue pen.   - When verbal feedback has been provided, teacher to write 'VF' and a brief comment about the feedback provided (i.e. 'VF – fronted adverbials). GG (Guided Group), TS (teacher support) or TAS (teaching assistant support) are used when more scaffolding is required for the learner (ie working 1-1 with an adult or working in a guided group).   - Children are regularly taught how to correct basic skills (including date, title and any technical vocabulary). Adults should circulate around the room as much as possible during lessons to monitor any intervention needed in relation to this. Non-negotiables are displayed in classrooms so pupils can ensure basic skills are addressed before completing an activity.   - Children are given regular opportunities to reflect on their own learning and challenge their thinking.   - In their books children should have the learning objective/question/title and any feedback should be specific to this.   - Children have access to relevant success criteria and should be referred back to this frequently throughout the learning journey. This can be generated by the teacher but we fully support teachers creating this with the children as part of the process of the lesson.

Responsibilities
It is the responsibility of the class teacher to ensure that this part of the policy is consistently carried out, including enabling pupils to respond to feedback when necessary.

It is the responsibility of all staff working with pupils to ensure the feedback policy is consistently adhered to across the school.

The SLT have the responsibility for monitoring that the policy is being consistently carried out and to ensure the policy is appropriately adapted and implemented for SEND pupils.

Equality of Opportunity
All pupils are entitled to receive feedback in accordance with this policy.

SEND and Inclusion

Effective feedback must be accessible to all pupils and will reflect their individual needs and abilities. This may mean supporting pupils to read comments or may mean recording verbal feedback and response.

Monitoring and Evaluation

Monitoring of the policy will be done through lesson observations, learning walks, book scrutiny and pupil voice led by the Headteacher and SLT as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

Evaluation of feedback and response will be done through the impact on pupil progress, including progress data (where possible) but also pupil progress meetings and review of provision and impact.

Staff will be supported in their professional development and feedback will be given to them to assist them with ensuring their practice meets with this policy.

Reviewing of this policy

We will implement the policy for a period of one term (review and make any changes July 2021) and allow staff the time to get used to and evaluate the new approach. Thereafter this section of the policy will be reviewed regularly to ensure it is meeting the needs of our community. When we review this, we will:

1. Gather feedback from staff. Ask teachers the following questions:
    a. Has the change had a positive impact on your workload?
    b. What changes have you implemented to the approach that you could share with other teachers?
    c. How are pupils responding to the new approach?

2. Revise our approach as necessary in conjunction with the views of the teaching staff.

This policy will be formally reviewed in July 2022.

Learning Journey Audit

This will involve:

3. Dropping in for pupil discussions (how feedback supports with closing the gaps in learning)
4. Focusing on feedback being given in the classroom
5. Reviewing, in professional dialogue with the teacher, pupils' books to observe:

    o That the same errors are not repeated from week to week
    o The quality of learning observed through the books
    o Whether there is a difference between how the approach has affected different groups of children, e.g. low attainers, high-attaining pupils, disadvantaged pupils and SEND pupils.
    o Whether there is a difference between how the approach has affected different year groups