

Temple Ewell Church of
England
Primary School



Feedback Policy

FEEDBACK POLICY

*“Listen to advice and accept instruction,
that you may gain wisdom in the future.” Proverbs 19:20-21*

Faith in God, ourselves and each other

“An important notion is that feedback thrives on error, but error should not be considered the privilege of lower-achieving students. All students do not always succeed first time, nor do they always know what to do next, and nor do they always attain perfection. Error is the difference between what we know and can do, and what we to know and do. Knowing this error is fundamental to moving towards success. This is the purpose of feedback.”
(John Hattie)

Aims

- To encourage children to progress and ultimately, flourish in their learning
- To give children effective feedback on their learning
- To enable children to celebrate success
- To achieve a consistent approach to marking across the school
- To form part of the formative assessment procedures
- To inform future planning

Objectives

- To relate to the learning intention of the lesson
- To assess the learning of the children
- To feedback effectively, both verbally and through marking, dealing with misconceptions and extending learning
 - To develop children’s ability to self-evaluate and peer-evaluate their learning.
 - To develop children’s understanding of metacognition and enable deeper thinking

Principles of marking and feedback

We believe that the following principles should underpin all feedback:

- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments will be ‘kind, specific and helpful’

- Whenever possible, marking and feedback should involve the child directly. This may include both written and oral feedback.
- Feedback may also be given by a teaching assistant, or through peer review.
- Group feedback is provided through plenaries too, and in group sessions.
- Teachers will identify common misconceptions and use them to inform future planning.
- Feedback will always be carried out promptly.

Implementing the feedback policy

Spelling and grammar will be improved through the editing process.

The Learning Intention will be highlighted in green if it has been achieved. A green dot will be put next to the Learning Intention if a child has not fully understood.

Pink highlighter will be used to clarify misconceptions or develop deeper thinking as appropriate.

Children will edit and respond to marking using green pen. Teachers will acknowledge these responses.

APP sheets in children's books will be highlighted in different colours per seasonal term to show progression.

Terms 1 & 2: yellow

Terms 3&4: pink

Terms 5&6: green

Expectations

Generic

- When working with a focus group, the teacher will give written and oral feedback, marking work with the pupils.
- Pupils will be given clear expectations through feedback of high standards of presentation.
- When verbal feedback is given, VF will be written in the child's book with a short reference to the teaching point/s. Older pupils will be expected to note learning themselves.

Literacy

- At least one piece of writing will be marked for improvement each week. The developmental comment will scaffold the pupil's response. These can be open ended and will aim to encourage deeper thinking and metacognition.

Maths

- Where possible feedback will be ongoing throughout a lesson, including use of self and peer review.

- A green highlighter dot next to examples of learning will be used to show the children have understood the Learning Intention.
- Pink highlighter will be used to identify misconceptions and develop deeper thinking and metacognition.

Other subjects

- Written and oral feedback will be used to clarify misconceptions and promote deeper thinking and metacognition.

Monitoring and review

We are aware of the need to monitor and update the school's feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Sept 2020

References

Visible learning for teachers – maximizing impact on learning (John Hattie)