Effective Feedback Policy

Rationale

In the past, marking has taken a great deal of teachers' time whilst not always being very effective. As a school staff, we have spent time looking at ways that we can cut administrative time, whilst maximising the effectiveness in how we feedback to children about their learning. The purpose of feedback and marking is not to simply show children or parents that work has been seen, or to praise or report on a child's errors. Feedback and marking aims to promote a 'closing of the gap' between the child's previous knowledge and what they have learnt in order to move their learning forward. In writing this policy we have acknowledged the views and opinions of the children as well as the staff with the aim of making the feedback process as effective and purposeful as possible for all. Our priority is that marking is meaningful, manageable and motivating.

Teacher's feedback

"Effective feedback is feedback that causes thinking to take place."
(Perfect Assessment, Gadsby, 2012)

Teacher's feedback is most effective when it is immediate. With this in mind, we aim to give verbal feedback and give children time to talk with their class teacher. There will also be times when feedback is written. In either situation, teacher's feedback should be a positive learning experience for children, so that in many cases:

a) They feel that their efforts and achievements have been valued.
b) It helps them to identify what they have done well, through specific comments and praise.
c) It recognises effort as well as achievement, and should be considered within the context of the child's abilities and attributes.
d) It should help the child identify the next steps in their learning.
e) It should be a welcome response that further the child's learning and addresses misconceptions.

Where possible, we will endeavour to feed back on the day that learning took place.

Teaching Assistants are a vital part of this process. Their supportive role within the classroom enables them to give feedback, either verbal or written, which the child can respond to instantly. This involves them delivering feedback to the child alongside providing important assessment information for the teacher.

Children's involvement

Feedback is deemed most effective when it is an active process that heavily requires the involvement of the child.

Children are expected to correct their own mistakes and address misconceptions, building on the philosophy that mistakes are vital to the learning process. Children are given the opportunity to develop strategies that enable them to give constructive feedback to their peers, thus engaging them in an active thought process.

Agreed Approaches

Written feedback class and home learning from adults is given in purple pen. This helps it to stand out from the children's recording and is easily seen and checked.

Feedback, (both verbal and written), is actionable by:
- Phrasing feedback in a way that requires a response when relevant. This may be through giving an instruction or giving questions to clarify or develop understanding.
- Giving time for children to respond to feedback.
- Linking feedback to learning objectives/questions, targets and previous learning.
- Encouraging self-assessment and peer-assessment through a variety of strategies as agreed between the teacher and pupils. When correcting and self and peer assessing their work, pupils must not change the original, but add corrections separately in responding green pen.

Positive comments allow the children to know what they have done well. This may relate to effort or achievement.

Marking Codes
These codes are used where the teacher feels it is of value to their own assessment.

Code	Meaning
∿∿∿∿∿∿∿	To show there is a spelling error – with SP or the word written in the margin. More able spellers need to be able to identify their own spelling errors.
✔	To show all aspects of the learning that was positive
⟶	To show the next step or focus point
✔ LO met	Learning objective has been met
//	New paragraph
◯	To show missing or incorrect punctuation
T or LSA	Adult supported/guided learning. T= Teacher LSA = Learning Support Assistant
I	Independent learning
^	Missing word
•	To show an error
V	Verbal feedback given

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