



Barlows Primary School

Feedback Policy

Committee with oversight for this policy	Curriculum Committee
Policy to be approved by the Curriculum Committee	
Policy last reviewed by the Curriculum Committee	
Policy last ratified and adopted by the Curriculum Committee	Summer 2019
Policy / Document due for review	Summer 2020

BARLOWS PRIMARY SCHOOL

Feedback Policy

At Barlows Primary school we believe that high quality, consistent and timely feedback enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance. Reviewing pupils' learning provides teachers with the opportunity to gauge understanding and identify misconceptions in order to inform future planning. It provides a basis for summative and formative assessment to inform individual tracking of progress.

We are committed to the use of effective feedback to support all children to achieve their targets regardless of gender, race, age, ethnicity, attainment, disability, sexual orientation or background. We believe that everyone in the school is of equal value and should have equal opportunities.

We review children's work and offer feedback in order to:

- Advance pupils' progress and outcomes
- Provide feedback to children about their learning so they know what they have done well and what they need to do to further improve.
- Show that we value their work and encourage them to do the same,
- Boost self-esteem and aspirations through use of praise and encouragement.
- Give a clear general picture of how far they have come in their learning and what the next steps are.
- Promote self and peer assessment, to enable them to take more responsibility for their own learning.
- Share positive examples of work which highlight expectations.

Principles of feedback:

- The best feedback is constructive dialogue that takes place between teacher/teaching assistant and pupil whilst the task is being completed. Research performed by the Education Endowment Foundation indicates the need to modify feedback away from purely marking to have a great impact on pupil progress.
www.educationendowmentfoundation.org.uk/news/little-evidence-to-show-which-types-of-marking-improve-pupil-progress/
- The feedback should always be against the lesson's learning objective and individual targets. This might be verbal or written and progress should be seen over time as a result of this feedback.
- Comments should be positive and appropriate to the age and ability of the child.
- Children should be given opportunities to self and peer assess with a structured and supportive approach. This will need to be modelled to them and developed over time.

Guidance to staff

Live Marking/Assessment and feedback during the lesson

- Success criteria can be used to help pupils access and improve their own or others learning.
- Whole class 'marking' – using children's misconceptions from the previous day and feeding those into teaching points with the support of technology or showing excellent examples of children's work with the use of technology to give children a model to aspire to.
- The teacher/teaching assistant reviews children's learning during the lesson to address misconceptions or to challenge individuals or groups. Lesson structure is chosen specifically by the professionals but should strike a balance between 'shallow' live marking and more 'in depth' live marking.
- Small group conferencing involves a teacher or teaching assistant working with a group of children to deliver more detailed feedback as a result of their work in the previous lesson. This should happen for each child at least once a week in core subject areas.
- Teachers should use non verbal symbols (see chart) where appropriate within a lesson or if distance marking is employed, to draw children's attention to misconceptions or omissions to individual's work.
- All children are encouraged to present their work to the highest standards. Progression in presentation is expected throughout the year. This is supported by a school handwriting scheme.

Distance Marking/Feedback after the lesson

- All books should be checked and analysed after the lesson and pupils requiring further support are identified. The most beneficial use of time after this is designing the next lesson with progression or consolidation in mind.
- Feedback delivered closest to the point of action is more effective than feedback provided at a later date, however at times, distance marking will be required e.g. when marking an extended piece of writing.
- The teacher will mark against objectives or individual targets, but will focus on strategies to help the child move on rather than writing a comment for comments sake. Any marking or feedback should support pupils to address the misconceptions or errors or move onto the next step.
- Teachers could comment on the basic skills when using distance marking if this has not already been done verbally at the point of working with a child e.g. spellings/grammatical errors.
- Written comments should be legible, correctly spelt and modelling the school's handwriting policy appropriate to the child's age.
- When teachers/teaching assistants provide written feedback they should aim to be as specific and directional as possible so that pupils have a clear understanding of what they have done well and what they could improve upon further before moving on to the next piece of work.
- Teachers and Learning Support Assistants must be aware of children's individual and group targets and share these with pupils.

Self and Peer Evaluation

- Structured peer and self-marking allows pupils to reflect on what they need to do next.
- Peer assessment does not necessarily mean that another child will write in their books. This feedback could be on a post-it or given verbally.

Feedback in the Foundation Stage

All children in the Foundation Stage have work books/floor books. Within them practitioners make observations on the child. These observations record key moments of learning that take place and provide next steps for the child if appropriate.

Each child also has termly next steps in learning that have been produced based on individual developmental needs. All 'next steps' are verbally shared with the child and put into appropriate child friendly language to ensure they can work towards these goals. These are also shared with parents/carers and sent home.

The next steps and/or a note to record what a child has said or done in relation to the piece of work will be written and when verbal feedback is given, a symbol must be used to indicate this.

Next steps should be identified and modelled for the children e.g. incorrect letter/number formation. The child should then be given time to consolidate immediately or given a practical task to complete in order to address the area for development.

There will be regular feedback to parents via the EYFS staff.

Special Educational Needs

The SENCO will liaise with all concerned to ensure information on individual children with special educational needs supports their teaching and learning. These children will have 'outcomes' identified which are shared with parents and outside agencies as needed.

Monitoring and Evaluation

The SMT will ensure the policy is implemented consistently across the school through:




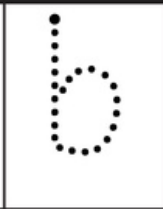
- Discussion with teachers and pupils
- Lesson observations/learning walks
- Work scrutiny – focusing on progression over time as a result of the feedback

This document can be delivered in different formats upon request.

Marking Key

During the lesson – to identify misconception or omissions and develop self assessment

Symbols are put in the margin or on the line that the mistake/omission occurs

•	Full stop is missing. This could be altered to indicate other missing punctuation e.g. ? , “ ! etc
Underlined Word	There is a spelling mistake
AB	Capital letter is missing
	Finger spaces missing
	Check your work
<p data-bbox="282 709 402 772">Dotted number</p>  <p data-bbox="250 961 435 993">Dotted letter</p> 	<p data-bbox="477 814 850 846">Number reversal modelled</p> <p data-bbox="477 1108 818 1140">Letter reversal modelled</p>

After the lesson use any of the above as appropriate to move the children on.

These symbols are only useful if they are acted upon by the children.