



Feedback Policy

What is the aim of the feedback policy?

To provide accurate, useful feedback to our pupils that makes a difference to their outcomes both academically and personally, emotionally and socially.

To allow pupils to access feedback that supports them in making progress.

To allow the professionals (teachers and teaching assistants) to determine the most effective way to provide feedback to their pupils, thus protecting teacher workload and ensuring that the policy is applied consistently.

Research tells us that:

Feedback is effective in improving outcomes for children

Verbal feedback works better for primary aged pupils (+ 7 months progress compared to +5 for written feedback)

Feedback is effective when it comes from children's peers as well as from adults. Self-marking against a criterion also has a positive impact.

Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.

Feedback is most effective when it is given during working time.

Feedback works best when it is specific, i.e. it tells the pupil exactly what is 'good' or exactly what 'would be better if'.

Feedback on learning behaviour, attitude and social skills works as effectively as feedback on written work.

What are the expectations?

In response to the findings from research;

All adults working with pupils across the school will provide feedback to pupils on their work.

The priority will be on providing verbal feedback in lessons whilst pupils are working. This may be evidenced in pupil books using the code '**vf**' for Verbal Feedback.

All adults working with pupils across the school will provide feedback to pupils on their personal, social and emotional needs, they will support their pupils with their emotional development by ensuring time is made to support this development within the classroom environment.

To ensure consistency across the school:

Incorrect spellings will be corrected (for older pupils incorrect spellings will be identified and the pupil expected to correct) and pupils will be asked to write the correct spelling X3. This will be up to a maximum of 3 spellings within a piece of work.

In maths, if appropriate the child will make corrections when calculations are incorrect using a red pen.

All work completed by pupils will be acknowledged. This may take the form of a tick, a comment, a stamp or similar indication that work has been reviewed by an adult.

Adult feedback will be recorded in green ink.

Pupil's own editing and review will be recorded in red ink.

If a teaching assistant supports a pupil this will be noted and **TA** will be written next to pupils work.

If teacher gives any verbal feedback in class it will be a **VF**

If the teacher has worked with a specific group they will have a **T**

A crib sheet will be put up in class and the children will have this explained at the start of each new academic year.

How is the policy monitored?

All staff are responsible for the effective implementation of this policy.

The policy will be monitored through conversations with pupils and class teachers as well as drop-ins and book trawls.

Who is the policy for?

Pupils – to ensure that the feedback they are provided with enables them to make progress.

Staff – to enable them to use their professional judgement in how best to provide feedback to the pupils.

Leaders – to ensure that pupil outcomes and teacher workload are protected.

Parents – to support them in understanding how feedback is provided to their children.

Policy written by: SLT

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