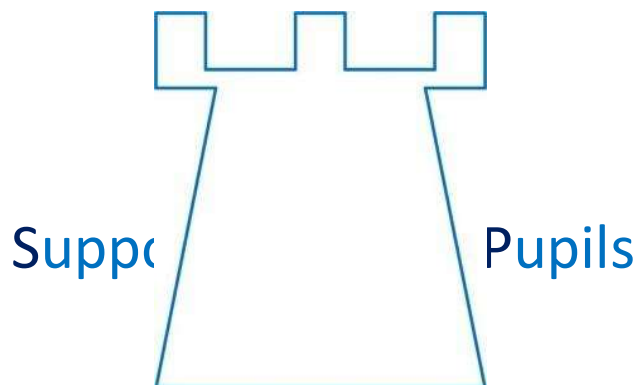


Feedback Policy

Sheriff Hutton Primary School



POLICY INFORMATION

Ratified by the
Board of
Governors

Date:

Signed:

Chair:

Review date:

At Sheriff Hutton Primary School we give feedback to children to show them that we care about their efforts and the progress they make.

Feedback helps them understand how and why their work is successful and how it can be improved. It is vital in assessing the effectiveness of our teaching - what children have understood and what we need to teach them next. Feedback opens a dialogue between the teacher and the child and, therefore, provides further opportunities for assessment.

Our policy considers relevant research from the Education Endowment Foundation as well as recommendations from the Department of Education and other expert agencies regarding marking and teacher workload.

We understand effective feedback should:

- Be meaningful, manageable and motivating.
- Encourage and support further effort.
- Be specific, accurate and clear.
- Encourage children to correct their own mistakes rather than just providing correct answers.
- Identify misconceptions so that the teacher can address these in future lessons.

The focus of all feedback should be to further children's learning. It should empower children to take responsibility for improving their own work, with support and guidance from adults. The role of the adult is not to take away this responsibility by doing all the hard thinking for the child.

We aim to make use of the good practice approaches outlined by the EEF toolkit to ensure children are provided with timely and purposeful feedback that furthers their learning and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

At Sheriff Hutton Primary School, we appreciate the importance of

- Providing purposeful feedback within the lesson or by the next appropriate lesson.
- Ensuring children can contribute to the evaluation of their progress as appropriate to their age.
- Gaining feedback from peers as well as adults.
- Be given regular opportunities to respond to feedback independently or with the support of an adult.
- Receiving feedback in a variety of ways to suit their age and the nature of the task.

The marking of recorded work is also of interest to parents / carers and to education professionals working with the child or with the school.

Feedback from adults is written in **green**, whereas peer feedback or self-review is completed in **purple**.

Foundation Stage towards Key Stage 1

In the Foundation Stage verbal feedback and affirmation by the teacher or teaching assistant, speaking directly to the child, is the most effective way of feeding back to a very young child.

Affirming and praising effort is very important to young children. Praising outcome is less effective in terms of developing the child's self-esteem, resilience and perseverance. Children are taught to recognise the characteristics of effective learning and are encouraged to reflect on their own progress and the efforts of their peers.

Teachers and teaching assistants, working directly with focus groups of children, should feedback to the children whilst the task is being carried out or very soon after it is completed. Feedback should be as positive as possible, always picking out something the child has attempted and affirming that effort or achievement. Suggestions of how to improve their work and corrections of any

misconceptions should also be provided. Encouraging effort and good ideas whilst the task is in progress is good practice.

Occasionally it is appropriate to write a written comment on young children's work, although for many children of this age the main audience may well be adults. Written feedback does provide parents/ carers with information regarding their child's progress and supports parental engagement with a child's educational journey.

The use of a range of feedback strategies, including next steps, assists transition into Key Stage 1.

Key Stage 1 and Key Stage 2

In practice, feedback may be given immediately (within the lesson) or in summary and evaluation following a review of progress (at the end of the lesson or unit of work).

A range of effective feedback strategies could be used (see appendix) and teachers are expected to use a variety of them to match the age and needs of the class or individual child.

In Key Stage 1, there is progression from EYFS and comments are written to be more accessible to the children themselves, based upon their reading abilities.

Mathematical based activities

As a child moves through our school we want to foster skills so that they can begin to check their answers independently, this involves thinking deeply about their learning. Teachers should model ways of checking work such as using inverse operations, demonstration to groups or individuals.

Reading

Reading sessions provide opportunities for group, individual and peer feedback. Comments will be supportive, positive and developmental. A note in individual reading records will enable parents to monitor progress and engage with their learning.

Written activities across the curriculum

Feedback should reflect aspects being taught, as well as reminding children about the basic skills of presentation, punctuation, spelling and grammar.

Children may receive class feedback about strengths and areas for development, this could be alongside direct teaching about how to identify and address their own weaknesses.

Where appropriate, the work may also be annotated to show whether it was independent or assisted.

The feedback could also relate to the learning intentions, this is particularly relevant across the wider curriculum. Comments may make reference to improvements that could be made or how the learning could be extended further.

Responding to feedback

When a child is improving, altering or refining a piece of work this may be done in purple pen so that the teacher or teaching assistant may see what changes the child has made. This may be most appropriate following a review of progress rather than disrupting the flow of learning during a lesson.

All teachers, including supply teachers and teaching assistants are involved in the feedback process. A copy of this policy will be provided for all supply staff. The policy should also be explained to parents at opportunities such as open evenings.

Monitoring and evaluation

The headteacher will monitor and evaluate the implementation of this policy.

Reviewed: December 2021

Next review: December 2023

Appendix

Feedback Strategies

Immediate	<ul style="list-style-type: none">▪ Verbal feedback – throughout a lesson or session. Written comments by the teacher or teaching assistant reviewing the work.▪ ‘In the moment’ marking – comments in books during the lesson, including ticks if appropriate.▪ Upsie orange – teacher highlights in orange an aspect or answer the child needs to revisit.▪ Great green - highlighted a correct or positive aspect of the children’s learning.
Summary / Review	<ul style="list-style-type: none">▪ Plenary – evaluation against the success criteria.▪ Peer marking – supportive, specific to the learning objective and helpful.▪ Self-evaluation / review – an opportunity to reflect on and improve their own work.▪ Corrective review – comments and notes (in green) made on strengths and teaching points. This informs future planning.▪ □ or ☐ identifies positive achievement towards the learning objective.▪ On some occasions Yipee Yellow highlighter will identify a particularly positive aspect which may link to the learning objective or a feature of spelling, grammar or punctuation.▪ ↗ denotes the next step to improve work.▪ Good work and effort may be rewarded by the use of stickers, dojos, certificates etc.▪ For common spelling errors, the word is identified (sp). In some cases the correct spelling is written down for the child.▪ For common spelling errors children are asked to self – check where appropriate. High frequency words and letter formation should be consistently accurate.▪ Punctuation mistakes may be circled or overwritten with correct punctuation.▪ When further work with the child is needed (not necessarily part of the next session’s planning) the teacher / teaching assistant may write a sentence to highlight this aspect of learning.