




BROOKE HILL ACADEMY TRUST

Feedback Policy

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| Signed: |  |



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FEEDBACK POLICY

This policy outlines the procedure of feedback within our MAT and has been drawn up as a result of staff discussion. The implementation of the policy is the responsibility of all teaching and support staff.

Rationale

Feedback is the dialogue between an adult and a child which is the principle driver for improvement. Feedback is about the process of learning rather than finding the correct answer; to enable the child to find the solution and to learn from it. Feedback is about the impact of moving the child forward in their learning and is not defined by any method or mark upon a page but what difference the feedback is making.

Feedback should recognise and support the close link between target setting, assessment the “assess, plan, do, review” cycle

Aims:

- Feedback should be a continuous conversation underpinning all aspects of learning within the lesson
- It should be the vehicle by which the child and adult formulate strategies for improvement
- It should inform teachers understanding of the pupils’ learning and help teacher and child plan for next steps
- It should provide feedback to the pupils about their strengths and weaknesses and how their work can be improved.
- It should enhance/improve pupils’ understanding of how they have improved and how they can continue to do so.
- It should give purpose and value to the work.
- It should evaluate the quality of teaching and understanding.
- It should build self esteem and establish good relationships.
- The information which marking provides will be used by the class teacher in the planning of future work.

Expectations

- Feedback will primarily be given verbally. All children should receive feedback, individually, as part of a group or working as a whole class group, within the lesson or at the beginning of the next lesson within a sequence of work.
- Teacher’s corrections must be legible, using clear print (EYFS/KS1) or cursive script (KS2), and in green.
- A copy of the Marking Symbols should be clearly displayed in all class areas and children should understand what they mean.
- Extended writing pieces should be marked thoroughly, reviewing handwriting, spelling, punctuation, grammar and content at least once a term. It is expected that this thorough marking will include comments to identify what a child has done well and identify a next step.
- There is no expectation for written comments to be included in work outside of extended writing pieces; however individual teachers/teaching assistants may choose to add comments if they feel they will have significant impact on learning and future outcomes.
- Staff should try to use focus group work time in lessons to give feedback (either verbally or written).

- Teachers must read every child's work thoroughly after lessons and make notes in either their feedback book, or on planning, that identify lesson outcomes: celebrations as well as the names of pupils that need additional support because they have not fully understood the task or learning objective and the focus for feedback sessions the following lesson.

Motivation

Feedback should be mainly positive and should encourage improvement in future work. It is important that each child should experience some success whatever their level of attainment.

Stickers may be awarded at the teacher's discretion, for work which is particularly good for a given child or which shows a significant improvement on previous work. Other rewards for effort/excellence could be stars, dojos/house points, written comments, sharing work with the class, verbal praise, sharing with the whole school during 'Shine' or celebration assembly. High quality work should be displayed in the class room and in high visibility areas in the school e.g. Wall of Fame or Head of School's office

Feedback in the Early Years Foundation Stage

To be most effective, children's work has to be assessed within the same lesson in the Foundation Stage. The children will receive continuous feedback throughout the lesson as appropriate, and time will be given for them to make improvements or be challenged by an additional task.

If children have been supported to complete the task, then teachers/teaching assistants will indicate how much help has been given and with what e.g. cutting out pictures for child, help counting objects on planning or in feedback book.

Feedback for Key Stage 1 and 2

All work (including homework) must be reviewed and marked using the marking codes. In most cases, feedback will be given verbally and will be led by the teachers' findings when reviewing work. Feedback will be given during lessons or at the start of the following lesson in a sequence of work. This will be identified as 'FIT' time (Feedback and Improvement Time). Teachers will start FIT time by identifying what the children all did well in the previous lesson and could then share any really well presented pieces.

Staff will also praise any particular things individual students have done and give out dojos or house points as appropriate.

FIT activities will then be used to help to move the children on - there will be something on the board to move the majority on, a small group will work with a teacher and a small group will work with the TA on either a 'challenge activity' or to focus on basic skills errors.

All FIT time work should be completed in the children's books under the last piece of work and is in purple pen so feedback and improvement is evident.

Written symbols should be used in work and children should know and understand what these symbols signify. Where written feedback has been used, if the child cannot read, discussion should take place between teacher and child.

Where support has been given, the supporting adult should initial next to the support symbol so that they can be identified. Children should be actively encouraged to use peer and self-review to mark their own or other children's work.

See attached sheet for marking symbols.

In Key Stage 1 and 2, a traffic light and self-assessment marking system can be used for all subjects but **MUST** be used for English and maths. Children will use red, orange or green to indicate on their work how they feel they have achieved against the learning objective. They will then place their work in the correct coloured tray - Green for "I have understood this clearly". Orange for "I have understood this, but will need more practise to fully grasp it". Red for "I have found this difficult and confusing".

The self-assessment information will then be used to inform future planning and support.

Mathematics marking

Adults could review work with individuals or a group during guided or focused group work. 'Live marking' could also be used - whereby the adults travel round the room checking work and make the live improvement suggestions orally.

Peer review should also be used so that children can mark each other's questions during the lesson where possible - if the answer is wrong, a dot should be put by it. The child should be given the opportunity to make corrections during the session.

Marking of corrections in extended writing






The extent to which pieces of work are corrected for spelling, punctuation and grammar will depend on the learning objectives which the teacher has determined for the task. There may be some cases in which the learning objectives relate entirely to the content of the task rather than spelling, punctuation or grammar.

Corrections must be targeted dependent upon the difficulties which the teacher considers to be most significant for each child. It is not necessary to correct every spelling, punctuation or grammatical error unless the work has been set specifically for that purpose.

Children should be given the opportunity to edit their work independently with minimal signposts from the teacher.

The policy will be reviewed annually.

Marking symbols

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|  | Wow this is excellent work! |
|  | Well done, you have met the learning objective. |
|  | You are working towards the learning objective. |
|  | Looks like you could do with some more help – let's talk about this. |
|  | You worked with adult support. Adult to initial. |

Feedback annotations: On planning or in feedback book, a maximum of half a side of A4, to be written in bullet or note form, but must include:

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| Date: | Subject: | LO: |
| What went well (including any work to praise and share): | | Misconceptions: |
| More Able: More Able (not necessarily GDS – may change depending on topic/subject) | | Other: Incomplete/Presentation, Basics, GPS, WOW! Etc |
| Actions FIT activities Teacher group: TA group: Extension work for moving children on: | | Any other notes: |

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