



William Law C E Primary School

Feedback Policy

Policy shared with staff on 23/01/2020 [by email/staff briefing]

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: 20th January 2021



Signature:

Policy to be reviewed on: January 2024

This policy is written in line with the Christian values and ethos of our school.

William Law CE Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality

This policy adheres to the Equality Act 2010 and we recognise all protected characteristics mentioned within the act including; gender, age, gender identity, race, religion, sexual orientation, disability, pregnant women and those who are Married or in a Civil Partnership. As a school we also acknowledge the need to protect the characteristics of children who are economically disadvantaged and those of differing abilities.

We challenge homophobic, biphobic and transphobic bullying.

Aims

- At William Law School we aim to value each child as an individual so that they can develop their potential through an active role in their own learning;
- If children live with encouragement they learn confidence;
- If children live with praise they learn to appreciate;
- Feedback is an interaction between learner, teacher and others;
- Feedback should encourage and motivate the pupil, improve learning, progress and inform assessment;
- Through feedback both child and teacher should acquire a clear picture of what they have achieved and where to go next in their learning.

Introduction

**‘The most powerful single moderator that enhances achievement is feedback’
John Hattie**

The Education Endowment Foundation (EEF) state that, feedback is information given to the learner or teacher about the learner’s performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students’ learning. Feedback redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student’s management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. The evidence reviewed by the EEF states that a child can make 8 months additional progress when effectively implemented into the classroom.

As an academy, we see the greatest impact when we agree, adopt and maintain a consistent approach. At William Law CE Primary, we believe that pupils’ self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all feedback is underpinned by this policy, which all pupils and staff follow on a day-to-day basis.

Quality feedback includes:

- Verbal feedback
- Teacher Assessment
- Self-Assessment
- Peer Assessment

Self and Peer Assessment may be interchangeable across the course of a week dependent on the sessions taught.

Feedback should occur as a result of strong assessment for learning through observing, questioning, testing and discussion with pupils and adults in the classroom.

Editing Time

Teachers should allocate editing time for the pupils to reflect on their work and edit or amend it as appropriate. This would form part of the lesson or as a morning activity. This is particularly important in subjects such as English but should not be exclusively applied to this subject. When appropriate this should be deployed as an effective strategy; encouraging pupils to reflect on the learning. This might be done in conjunction with given success criteria, pupil produced success criteria or learning checklists.

Verbal Feedback

Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis and at least once a week in English and maths.

Conferencing Feedback

Conferencing takes place between a teacher and a child. The purpose of conferencing is to give positive feedback and identify the next steps in their learning. Conferencing should be a two way process not just the teacher giving the feedback but the child should engage in the discussion and agree with the positives and the next steps in their learning. Every child is expected to have a conferencing session with a teacher at least every two weeks. Over a term, the child should be expected to have had the following conferencing sessions:

- 2 English
- 2 Maths
- 2 Foundation subjects/RE

Conferencing must be recorded by the teacher or child and evidenced either in the teacher notes or within the child's book. Best practice is to record it in the child's exercise book on a conferencing slip. This way it allows the child to refer back to their next steps as needed. In one session more than one subject may be discussed. It is also acceptable to discuss behaviour and attitudes to learning as part of these sessions.

Conferencing is not a reason for teachers to review pupils learning at the end of every lesson. It is expected that teachers will look at books during and at the end of the lesson to ensure that next steps in learning can be addressed in the next day's lesson. It is expected that teachers will at least initial books to demonstrate that they have reviewed pupils work at the end of the lesson.

English Work

During English conferencing teachers should focus their feedback around the following using the English assessment grids for the year group to identify positives and next steps.

- Grammar
- Punctuation
- Spelling
- Sentence Structure
- Exciting Vocabulary
- Paragraph
- Composition and effect

Where it is required, teachers should comment on the presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.

Reading should focus on the pupil's ability to read the text with fluency, intonation and keep the readers interest. When working on comprehension skills the discussion should be focused around inference, retrieval, word meaning and choice as well as prediction and features of a text.

Mathematics

The pupils, in a coloured pencil, must complete a self-assessment as pupils benefit from marking their own work, however the teacher should then look at this at the end or during the lesson to ensure accuracy.

The pupils should then correct any mistakes in red pen. It is important for teachers to distinguish between a pupil's simple slip, and an error that reflects a lack of understanding. Where a pupil makes a simple slip, it should be enough for the pupil to make the correction, using editing and to re-work the question in red pen.

Self-Assessment

Self-assessment can happen in a variety of ways including (not an exhaustive list):

- confidence lines;
- tick lists against success criteria;
- writing a sentence relating to what they have done well and what they need to do next;
- smiley faces against success criteria.

In Key Stage 1 pupils should be taught to self-assess in a meaningful way, against the success criteria. By the end of Year 2, the pupils should be able to self-assess regularly.

Peer Assessment

In Key Stage 1, pupils should be taught to peer-assess in a meaningful way, against the success criteria.

Peer Assessment should follow the same procedure as Self-Assessment. The pupil should initial their peer assessment to identify who has assessed the work.

Review

This policy will be reviewed on an annual basis.