



## Fishbourne Church of England Primary School

### Feedback Policy

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At Fishbourne Church of England Primary School we start with the **WHY** - our core belief drives all decision making. We think deeply about the **HOW**, using our core belief to guide decisions on a day to day basis. Finally we decide **WHAT** action brings our belief to life.

Our core belief is that:

***'There is only one you in this great big world...  
...make it a better place'***

This core belief is at the heart of why and how we create our policy and the policy in action.

***God you made me; you created me. Psalm 119***

At Fishbourne Primary School we believe that the provision of feedback to learners is an essential part of the planning and assessment of teaching and learning. Responding to children's work acknowledges achievement and effort while also offering constructive feedback about how to make it even better.

### **Principles**

If children are to develop as independent learners, with an awareness of their strengths as well as areas for development (next steps) it is essential that:

- They are made aware of the key learning intentions and of the criteria against which their work will be assessed. ('This is what you are going to do and this is what I will be looking for')
- The learning needs of individual children are personalised and work is matched appropriately.
- Their work is marked in such a way that effort is acknowledged and teaching points are highlighted.
- Where appropriate, feedback is linked directly to the children's next steps.
- Where appropriate, feedback takes place with the children, e.g. when staff are working with a focus group. Where this happens, a note about oral feedback may be made by either the child or the teacher.

### **Types of feedback**

- Verbal
- Written
- Peer assessment
- Self assessment
- Group feedback

### **Purpose of Feedback**

- To encourage, motivate, support and promote positive attitudes
- To recognise achievement, presentation and effort
- To demonstrate value of children's learning
- To provide constructive feedback on current work to pupils that progresses learning
- To provide information for assessment which is used to inform planning
- To allow for self assessment, recognising their difficulties or mistakes and encourage target setting

### **Towards a Whole School Approach**

-It is essential that all written and oral feedback has IMPACT - that the children acknowledge and respond to suggestions about how to move their learning forward.

-Children will be given information about what they have done well and how to improve their work.

-Children receive feedback on their work when a teacher identifies it will move their learning forward.

-It might be that the children are asked to:

- 1) respond immediately by editing their piece of work in a particular way
- 2) apply a comment to their next piece of work

There are no stipulations about which colours will be used to give feedback, these will be determined by the class teacher but there will be a differentiation in colour between positives and next steps.

It is essential that the children are given time to reflect and respond on the comments on their last piece of work before the next session begins. Any response from a child will be given with a 'polishing pen'.

### **The nature of feedback**

- Comments should refer predominately to the learning intention of the task.
- Comments may form the basis of a discussion between the teacher and child e.g. reviewing next steps.
- Comments may be oral or written, formal or informal.
- Comments may be given in a group or an individual basis.
- The purpose of comments must be to:
  - deepen thinking
  - promote a dialogue or response
  - extend learning
- Comments should be
  - mindful of needs, attainment and ability
  - provide pupils with opportunities to assess their own work

### **Feedback at a distance...consider the following...**

- Can the children read and understand your comments?
- Do you allow time for them to read your marking?
- Do you allow time for some response to your feedback to be made before moving on to the next activity or do you expect the child to be able to transfer your improvement suggestions to another piece of work in a new context?
- Writing workshop sessions could follow feedback, to work on specific needs of groups of children.
- Sensitivity should be shown towards children's work and their feelings about it and comments should be positive wherever possible.
- Self-assessment against shared learning intentions/ agreed criteria can help empower a child to realise his or her own learning needs and to have control over future targets.

When appropriate, an indication of the level of support given to each child will be made on the work. (e.g. independent, supported by a member of staff, prompts given)

### **Success Criteria**

- Children receive feedback about their learning regularly.
- Feedback informs the child of their progress and provides them with information about the next steps to learning.
- Feedback informs future planning.
- **Children know their next steps of learning.**
- **Children feel encouraged by their effort and progress.**