Feedback policy

Roade Primary School

Approved by:	Jo Michel	Date: September 2023
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Ethos of feedback at Roade Primary School

At Roade Primary School, we believe that feedback provides a valuable opportunity to help children develop their knowledge and skills. Children are encouraged to see the value in developing their work, not being afraid of errors and addressing misconceptions early on. Feedback should be purposeful, manageable, accessible, meaningful and acted-upon above anything else. It should not be onerous for staff or result in staff writing copious amounts in every child's book, as this will have little impact on their learning outcomes.

Purpose of feedback at Roade Primary School

Feedback has a range of purposes, and these should always be considered when engaging in verbal or written discussions with children about their work.

Feedback should:

→ Encourage children to always do their best within any subject or aspect of school life;
→ Ensure that children develop self-esteem within their work;
→ Give children time to consider and act on the feedback that they have been given;
→ Develop children's resilience, knowing that a mistake is a valuable learning opportunity;
→ Gauge children's understanding of the learning objective(s) which are being focused upon;
→ Ensure children value their own ability to self-assess and take independent action to develop their own work;
→ Allow staff within school to monitor the progress of the children through both formative and summative assessment;
→ Value the shared expectations that we have, as a school in relation to our learning;
→ Provide clarity for children within their learning, ensuring that they address misconceptions carefully;
→ Address presentation within all subjects to ensure the presentation within school is to a high standard for individual children.

Approaches to feedback at Roade Primary School

There is little research evidence to suggest that post-task distance marking is successful, despite it being the dominant marking practice in the UK (Elliot et al, 2016). It does not engage pupils in the feedback process, does not allow for misconceptions to be addressed and can lead to problems of miscommunication (Carless, 2006).

- *Extract from 'Mark less, mark better' NCTL*

Across the curriculum, feedback can be provided in many different forms. This is to be appropriate to the subject, lesson and child that it is for. Staff should consider the purpose of the feedback and which method is most appropriate.

Potential feedback approaches:

→ **Over and above.** When a child completes a piece of work that the staff member considers to be above the expectation (for that individual child), this should be acknowledged as 'over and above'. This should then automatically result in the child being awarded a team point.

→ **Live feedback.** This involves staff providing verbal feedback during learning time. Children will then act on this feedback within the lesson. If needed, staff can make notes or marks with their blue pen. Children are to act on this feedback in their pencil or handwriting pen that they are using within the lesson. Children should not rub out any errors, they should draw a neat line through the error and put the correction near it.

→ **Self-assessment.** Using guidance, or answers provided by the staff in the room, children are to use their red pen to adapt their work. If they have made an error and are unable to identify the solution, then they are to seek feedback from the staff within the room.

→ **Whole class feedback.** Having reviewed the learning within a lesson, the staff member will identify a clear misconception(s) from the learning time. This will then be addressed, when appropriate, with the whole, or group of children. This should be noted on the teaching notes for the next lesson.

→ **Tick or fix.** Within Read Write Inc, staff are to continue to use the 'tick or fix' approach at the appropriate point within the session.

→ **Summative and formative test assessment.** When marking test scripts/summative assessments, staff should use blue pens. It is not always necessary to give the assessment back to the child (as this can be counter-productive). It is critical to use this information to inform future teaching and learning or intervention work.

→ **Yellow highlighter and/or blue ticks.** These can be used, when appropriate to identify key areas of success within the learning. For example, this could be a successful sentence within a piece of writing.

→ **Written feedback.** This is likely to take place after the learning time. This can include the use of an orange highlighter so that children can clearly identify the area that they need to develop in the time provided. When acting on this feedback, children should use a red pen.

It is not necessary for all of these to be used – staff are encouraged to identify the most effective method for the subject, lesson or child concerned. Feedback should not be given just to demonstrate it has taken place (for example, excessive highlighting or written notes). It is to be purposeful, manageable, accessible, meaningful and acted-upon. Staff's professional judgement of how this is delivered will be paramount to its success.

Spellings

For spellings, staff should take into account the needs of the child. Spellings should be addressed for all however, in some cases, it could be detrimental to indicate every incorrect spelling within a piece of work. Depending on the individual child, staff can either ask a child to find the correct spelling, or they can write the correct, or part of the correct word for the child to practice.

Read Write Inc

All work produced by children needs to be acknowledged in some way, so that children know their work is valued. This can be in the form of a tick or stamp, for work that does not need any further feedback listed above.

Any written feedback or notations provided should be written in blue pen, by any member of staff providing that feedback. Staff should note that the yellow and orange highlighter are optional – not a requirement. Staff handwriting should be legible and demonstrate the need for neat presentation within writing.