



IRON ACTON CE VC PRIMARY SCHOOL

Feedback POLICY

COMMITTEE	Standards
LAST REVIEW DATE	September 2018
NEXT REVIEW DATE	September 2020
REVIEW CYCLE	Bi Annually

Aims

The aim of this policy is:

- to provide clear guidelines for all staff and governors
- to provide a framework of principles for high quality feedback
- to ensure that there is a consistent approach throughout the school
- to enable parents and carers to understand the principles and purpose of feedback

High quality feedback is gained through effective dialogue between teachers and learners and it:

- celebrates strengths in learning
- identifies areas for improvement in learning
- illustrates progress
- informs lesson planning
- aims to motivate and encourage in order to embrace challenge and strive for improvement
- aims to enable learners to understand what needs to be improved and how to do that
- ensures that children receive encouragement and constructive support

Types of feedback

Feedback can be verbal or written. The most powerful feedback is verbal and is integrated into the learning experience. Where this is not possible, opportunities need to be provided to reflect and evaluate the learning. This may be in the form of a learning dialogue with the learners or through written feedback.

There are different ways in which written feedback can be used as appropriate to the learning:

1. Written feedback may be detailed and include comments explaining what children have done well, what they need to do to improve and crucially how they can improve.
2. Written feedback may be brief or provide an indication that learning has been seen and monitoring has taken place.

Where written feedback has to take place at a distance from the learning, teachers need to ensure that:

- it happens as soon as possible after the end of the lesson in which the work has been completed
- it is completed before the next lesson to enable children to respond before they continue learning in that area
- time, opportunity and guidance is provided for children to respond to the feedback
- a dialogue with and between learners is developed so that they understand when and how they have made progress

Responses to written feedback are expected to show improvement and progress. There needs to be clear evidence in children's books that appropriate and timely feedback is being given.

Where appropriate, positive comments may be made for the attention of parents and carers. From time to time, teachers may choose to make a comment which later serves to support report writing / an understanding of the child's progress.

General guidelines for written feedback

- Where possible written feedback should be carried out with the children present
- Written feedback should include an encouraging comment which specifies what children have done well and should focus upon the intended learning for the session.
- Specific examples chosen from the piece of work may be used to provide additional detail about the strengths and/ or points for development.
- Next steps should be included to show the children what they need to do next in order to improve and should focus upon the intended learning for the session.
- Written feedback must be accessible and legible.
- Written feedback from the teacher should be completed using a **green** pen.

Self-assessment

Children are given opportunities to review and improve the quality of their own written work during and after sessions using the relevant tools, e.g. success criteria, every time I write criteria, using previous feedback

Peer-assessment

Children are given opportunities to work with a partner or in a small group to review and improve the quality of their written work against specifically defined criteria.

Monitoring

- Written feedback will be monitored as part of any learning scrutiny that takes place as specified in the school monitoring and evaluation timetable.
- Pupil conferencing will show how effective written feedback is for individual pupils.
- Monitoring will focus on improvements and progress made as a result of written feedback.