



Greys Education Centre

Aspirational • Collaborating

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Feedback Policy

Policy Status: Statutory

Review Cycle: 2 Years

Owner: Headteacher

Date: December 2024

Approved by: SLT

Date: January 2025

Review Date: January 2027

Rationale

Feedback can take many forms, from verbal to a checklist approach, and is dependent on the subject. Feedback should be carried out on a regular basis and not left for so long that feedback becomes irrelevant. Realistic strategies should be employed to ensure that the work of all learners is seen and commented upon. It should not be time consuming and at the expense of planning high quality lessons. Feedback must be given in such a way that it is likely to support learning, develop self-confidence, raise self-esteem and provide opportunities for self-assessment.

Feedback must have a purpose. It should be consistent, fair and constructive, emphasising the positive, whilst also providing an improvement target. Students should have the opportunity to respond to feedback with their teachers, through the form of a learning dialogue if necessary and be able to establish a realistic idea of the action required to improve the level of their achievements.

Students should know the criteria against which they are assessed. Success criteria for all units should be readily accessible to learners.

Philosophy

At Greys Education Centre we believe that feedback should form an integral part of the teaching and learning process by enabling teachers to inform pupils individually of their achievements, address misconceptions and celebrate good work. The responses to pupils' work should focus on successes and areas of development against learning objectives (LO's), learning questions (LQ's) and success criteria (SCs), enabling pupils to become reflective learners. The information gained should then feed directly into assessment and planning to create a cohesive and efficient system and inform intervention where necessary.

Purpose

- To provide a performance indicator to students, so they understand what they are trying to achieve, how well they have achieved it, and how to move forward.
- To provide reliable assessment data which can be used formatively within departments and the school.
- To help learners understand how well they are progressing
- To monitor the progress of work being completed
- To evaluate how well as class/individual has understood the set work to inform teaching the next series of lessons

Exercise books

- Exercise books are both teacher and peer assessed
- Work must be marked for SPaG errors. The Marking Codes key will be present in each exercise book.
- Staff feedback should include, at least, two questions or statements that will encourage a learning dialogue and deepen understanding.

Feedback should:

- Be manageable for teachers.
- Be both oral and written comments, with verbal feedback being acknowledged in exercise books.
- Respond to individual learning needs.
- Indicate to what extent the learning objective/learning question (LO/LQ) has been met.

- Give pupils regular opportunities to respond to their marked work.
- Encourage and motivate pupils through realistic comments.
- Show pupils that their work is valued.
- Be used to inform the teacher's short- and medium-term planning.
- Show evidence of pupil's self and peer marking whenever appropriate.
- Be consistent across the school and understood by all those involved including the pupils.

Organisation

- Staff must schedule regular feedback sessions in their lesson and spend meaningful time with supporting pupils as they review any marking and respond to their questions.
- Pupils' work should be corrected as soon as possible after completion and if possible, in the presence of the child.
- There may be a list of success criteria, which are ticked to show development when applicable.
- Pupils should aim to self-assess regularly at the end of every lesson and their views should be considered when giving feedback.
- Pupils should be encouraged to self and peer-assess which includes leaving comments about the progress they/their peer has made.
- Teacher/STA should annotate pupils' work to show the support they received using the agreed codes: I (independent), LLS (low level support), HLS (high level support, FS (fully supported).
- Feedback comments will refer to direct learning and be specific to learning outcomes and not a generic statement such as 'well done' for example.
- Feedback will be responded to by pupils in green pen or highlighted to show an appropriate response to feedback and not merely a yes or no.

Expectations

- Feedback should be given in accordance with the feedback policy.
- Literacy across subjects should be corrected, taking the ability of the child into consideration. When correcting a piece of work, the Literacy Marking Codes should be adhered to.
- Work which has already been discussed may show an 'acknowledgement tick', and 'VF' to indicate verbal feedback has already occurred. Students should respond to verbal feedback in their exercise book.
- Pupils should be given time to respond to the comments made, recording responses using a green pen or pencil or highlight responses in green.
- Pupils will be encouraged to correct spellings in a piece of work. 'Sp' will be put in the margin and the part of the spelling needing correcting will be underlined by the adult.
- Phonics strategies will be used across all subjects to support correct spelling.

Monitoring and Evaluation

Teachers have the responsibility of feedback for their pupils. The teacher must informally moderate this and assess the impact of feedback sessions on the child's learning. Teachers have the responsibility to check their feedback with other teaching staff regularly to ensure consistency of standards.

Teachers need to use the targets set by the school to measure pupils' progress in learning; identifying whether each of their pupils is making less than expected progress (LTE)/ meeting expected progress (E), better than expected progress (BTE).

Feedback will be reviewed when carrying out work scrutinies and in lesson observations/learning walks.

The performance indicators will be:

- a) An improvement in pupils' attainment and progress, based on baseline assessments where appropriate.
- b) Teacher, child, and parent testimony concerning the usefulness of feedback.
- c) Consistency in teachers' use of the Feedback Policy across the whole school.
- d) An awareness on the part of the pupils of what is expected of them.

Appendix 1: Standardised Learning Ladders

Date:		 Greys Education Centre Aspirational • Collaborating	
<u>Learning objectives (We Are Learning To)</u> •			
<u>Success criteria (What I'm Looking For)</u> •			
Independent	With support	1:1	
Pupil's feedback			

Marking Codes

Literacy error	Error/missing item will be indicated with the following:	What do I need to do?
Spelling	Sp.	✓ Use a dictionary/peer/staff member to find out the correct spelling; ✓ You may have spelt the word wrong but used the wrong homophone- check for that; ✓ Re-write the word with the correct spelling.
Punctuation	P.	✓ Ascertain what punctuation is required/altered/deleted; ✓ Make amendments.
Paragraphing	//	✓ Ensure you know why you have made a paragraphing error and endeavour to implement this in your next piece of writing.
Capital letters	C.	✓ Ascertain what capitalisation error you have made and make amendments.
Sentence structure	Sentence underlined SS.	✓ Ascertain what sentence structure is required/altered/deleted; ✓ Make amendments.
Teacher feedback	Purple pen	✓ Teachers will write your feedback in purple pen
Student feedback	Green pen	✓ Students will write their own feedback in green pen
Circle		✓ There is an error in your work please correct or ask for help.