



Feedback Policy

Approved by the LGB	February 2024
Last reviewed on:	May 2023
Frequency	Annually

We believe every child has the right to be a successful and confident citizen who is able to make a positive contribution to the world they live in.

Our motto is 'Learning today, to make a difference tomorrow'

Our School Values:

Our School Values were updated following a consultation process with our stakeholders. The following table outlines ways in which a child might demonstrate our 4 core values.

<p>O Compassion - we show kindness and understanding to everyone</p> <p>We show kindness to one another. We help one another. When someone is feeling hurt or sad, we try to make them feel better. We use kind words</p>	<p>Responsibility - we think about the impact of our actions.</p> <p>We make good choices about our behaviour. We think about how actions affect others. We look after our own and other people's property. We care for our environment</p>
<p>Courage - we are brave and believe we can</p> <p>We are not afraid to take risks or make mistakes. We will have a go at something new. We do not give up when we find something difficult. We will try things that we may be a little afraid to do.</p>	<p>Respect - we value everyone in all we do.</p> <p>We show good manners. We listen to others and their ideas. We treat each other as we would like to be treated. We celebrate differences and similarities between people.</p>

- Every member of our school community will understand, live and breathe each of our core values. to challenge, develop and nurture the 'Whole Child' so they are able to grow into confident, resilient and emotionally literate citizens of the future.
- Our children will receive a broad and balanced experience that progressively builds and deepens knowledge, understanding and skills across the curriculum.
- Our school community will work in partnership with parents, carers and governors
- Our children will leave Hatchlands physically and mentally healthy and equipped with the skills to prepare them for their future.
- Our children will have high aspirations and no limits on their learning,
- All children will achieve, regardless of their background or starting points.

Our One School Rule:

We show kindness and respect to everyone

What is the role of feedback?

Feedback is one of the most powerful moderators of learning.

The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

The mistake I made was seeing feedback as something teachers provide to students. I discovered that feedback is most powerful when it is from the student to the teacher. What they know, what they understand, when they have misconceptions, when they are not engaged - then teaching and learning can be synchronised and powerful. Feedback to teachers makes learning visible'. Hattie 2012

For feedback to be effective, all teaching staff must:

- have a good understanding of where pupils are in their learning
- have a good understanding of where pupils are meant to be in their learning •
- have a good understanding of how the learning fits within the curriculum •
- have a good understanding of the knowledge and skills the child is learning •
- know how best to support pupils in getting to where they should be, and •
- make feedback clear and actionable for pupils

At Hatchlands Primary School, we believe that abilities can be developed through dedication and hard work, and that there should be unrestricted potential for progress for all learners. Feedback from adults and peers enables this. We believe that effective learning and teaching centres around exploring ideas, taking risks, solving problems and creating, within a meaningful context. This creates a 'growth mindset' for our learners. Pupils need to view errors as natural and useful. Without them, and without quality feedback about them, it is difficult to learn and make progress and staff need to observe how learners use their feedback to monitor the impact of their advice. Making mistakes, and learning from them, needs to be promoted within the culture of the school, and within classrooms, facilitating our culture of 'growth mindset.'

What sort of feedback is most effective?

Feedback can take many forms and different directions. The role of staff is to exercise their

professionalism in planning/deciding which type of feedback will have the greatest impact on pupils' learning, and when best and how to give it.

Whatever form it takes, **the expectation is that the learner will take action as a result of feedback.** Pupils need to practise putting feedback to use as quickly as possible, rather than just receiving it.

Feedback includes that from self and peers. For this to be effective, it needs time and regular modelling by the teacher. Pupils need plenty of opportunities to practise giving and using meaningful feedback before it becomes secure.

Effective feedback must answer three major questions asked by a staff member and/or by a learner:

- What am I doing successfully?
- Where do I need to go next?
- What do I need to do now?

Class Learning Forum

Learners will also have the opportunity to feedback to staff and peers through their class weekly forum. This will focus on what is working well in their learning and address any barriers that learners may raise.

This forum will also allow them to feed back more specifically about the curriculum and facilitate discussion about school improvement initiatives. Through this forum, the children will feed back to the School Council, to Subject Champions through pupil voice, and to the Senior Leadership Team. This will enable us to ensure that every learner has a voice.

<u>Expectations for feedback</u>	
Feedback...	<u>What it should look like...</u>

<p>Can be:</p> <ul style="list-style-type: none"> • given at any time • written or oral <ul style="list-style-type: none"> • given by adults, or by children to themselves or each other <p>Should:</p> <ul style="list-style-type: none"> • be given as quickly as possible within a lesson • be related to the learning objective, Success Criteria or the 	<ul style="list-style-type: none"> • Clear and concise. • Mid lessons stops during which selected examples are discussed and analysed under the visualiser for successes, exploring & teaching from misconceptions, EBI's and 'Magpieing of ideas' • If written, adults use a blue pen as appropriate for the age of the child. Adults are expected to mark using the school cursive script.
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<p>next step that the child must take to make progress</p> <ul style="list-style-type: none"> • be focused, specific, objective and transferable • include a balance of self assessment, peer assessment and teacher annotations <p>Learners should have:</p> <ul style="list-style-type: none"> • time to understand and act upon feedback • time to reflect on prior learning/feedback 	<ul style="list-style-type: none"> • Learners respond in purple to demonstrate improvements made as a result of adult/peer feedback or self assessment.
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Books should be used as learning journals where mistakes are used as discussion points and editing and redrafting is a familiar process. Pupils should be given opportunities to edit/redraft using their purple pens during purple polishing time. It is important that pupils are given regular opportunities to reflect on and respond to the feedback they are given.

Spellings- The teacher can model up to 3 incorrect spellings in a piece of work. The teacher should write the correct spelling either in the margin or at the bottom of the child's work for the child to correct their work in a purplePS pen.

Feedback in the Foundation Stage for Early Years pupils

The Foundation Stage curriculum is a rich, play-based curriculum. Teaching and learning take place during whole-class sessions, in small groups and at an individual level, both inside and outside. Young children learn best when they are physically active and when the learning is relevant and interesting to them. At Hatchlands, we aim to make the curriculum meaningful, relevant and enjoyable for the children.

In the Foundation Stage, feedback is verbal, delivered through questioning, discussion and observations.

Marking as a form of feedback

All work will be acknowledged in some form by class teachers using our marking symbols. This should occur within a lesson where feedback has the most impact on pupil outcomes. Through this process children should always be supported and challenged. If the class teachers have not got around to every child's work by the end of the lesson, they will ensure they do this before the next day to ensure any pre teaching/ intervention/ support needed is planned for.

Children should feel that every piece of work they produce has been acknowledged and celebrated by the classroom adults.

Teachers are not expected to 'in depth mark' or write additional comments on any piece of work unless that has been specifically chosen to motivate/ support a specific child.

(To be displayed in your classroom and referred to in lessons where appropriate)

The below symbols are to be used within lessons to move children's learning on. Teachers will annotate work with the marking symbol, alongside appropriate verbal feedback, within the margin to indicate to a child where they need to revisit and improve their work.

The symbols are designed to be universal and adaptable for all children and year groups. If children need further support to locate where they need to edit (younger children), the teacher may underline the area where they need to edit.

'Sp' is to be used to highlight incorrect spellings of words which contain spelling patterns which have been previously taught or key/ subject specific words that should be displayed on the relevant working wall.

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✓✓	Feature of success criteria met (✓ only in maths for correct answer)
●	This shows an incorrect answer (usually used in maths)
○ sp	This shows a spelling error has been made (in the margin or above the word depending on child's age and stage)
<p>Ⓟ</p> <p>ⓖ</p> <p>Ⓣ</p> <p>Ⓢ</p>	<p>This shows a punctuation error has been made (in the margin or above the word depending on child's age and stage)</p> <p>This shows a grammatical error has been made (in the margin or above the word depending on child)</p> <p>This shows a word is missing and needs to be filled in by the child</p> <p>Up-level this sentence</p>
○ //	New paragraph is needed

There is no requirement for the adult to mark on work when they have received verbal feedback as the marking symbols will indicate the focus of this feedback. For example if you have spoken about the punctuation missing from their sentence, you would just annotate with the above symbol only. .

At the end of a child's work, the teacher/ LSA should indicate the group size. For example, if the teacher was working with a group of 6 children for a period within the lesson, they would write 'T 1:6'.

If the LSA was working with an individual child for a period within the lesson, they would write 'LSA 1:1' at the end of their work.

It is useful for the adult working with the small group/ individual to comment on the type of support provided. For example, 'LSA 1:6, used dienes' or 'T 1:4 used talking tin to structure sentence'.

There is also no requirement for independent work to be marked with a symbol.

HLTAs/ Supply Teachers:

If a HLTA/ supply is covering a lesson, they should write (supply) at the top of the page in blue pen.

The parallel teacher within the year group should explain the marking symbols and encourage them to mark in line with our policy.