




Brilliance, through Bowsland Best

Effective Feedback Policy

Author/Person Responsible	Headteacher
Date of Ratification	14/01/16
Review Group	SLT/Staff
Ratification Group	Children's Committee
Review Frequency	Biennial
Review Date	September 2018
Previous Review Amendments/Notes	January 2016
Related Policies	Assessment
Chair of Governors Signature	



Brilliance, through Bowsland Best

Bowsland Green Primary School

Effective Feedback Policy

Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective feedback.

Rationale

Research shows that feedback is an important factor in pupil learning. Bowsland Green Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Feedback serves the purposes of valuing pupils' learning, diagnosing areas for development or next steps and evaluating how well learning has been understood and applied, against year group targets. Feedback should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process and has responsibility to engage.

Aims

- Provide consistency and continuity in feedback throughout the school so that pupils have a clear understanding of teacher expectations
- Use feedback as a tool for formative ongoing assessment
- Improve standards by encouraging pupils to give of their best and improve on their last piece of learning
- Develop self-esteem through praise and valuing achievements
- Create a dialogue in which pupil plays an equal part in securing progression

Principles of Effective Feedback

Effective feedback should:

Be manageable for staff and pupils

Be positive, motivating and constructive; recognition given, with appropriate praise for achievement

Be at the pupil's level of comprehension with **clear formative strategies** for next steps

Be written in handwriting that is legible and in line with agreed policy

Be frequent and regular, at least every third piece of work marked in detail and every piece confirmed as reviewed

Allow specific time for pupils to read, reflect and respond to marking, during planned opportunities to become aware of and reflect on their learning needs

Be consistently followed and involve all adults working with pupils in the classroom, in order to provide information for the teacher on the success of the teaching

Involve pupils in the same process (whether oral or written), ensuring equity across subjects



Brilliance, through Bowsland Best

Relate to the learning objective/success criteria, e.g. science should be marked mainly for the science content, not the punctuation

Use the agreed 'Feedback Codes' to correct errors that go beyond the learning objective

Positively impact on the pupil's progress

Guidelines

- Pupils to record learning in pen/pencil with joined handwriting following the 'Bowsland Trail' (as appropriate – pupils in KS1 to be expected to join handwriting and pupils in KS2 to earn pen licence as soon as possible)
- All diagrams to be drawn in pencil and colouring in pencil crayon
- Adults to scaffold and record in green pen, pupils to respond in purple pen with equally high expectations of presentation and handwriting
- Modelled handwriting must be evidenced from all stakeholders at all times, both in books and in the environment
- Planned opportunities for pupils to feedback must enable learning dialogue to develop and responses must reconfirmed
- All learning must be marked regularly and promptly after completion, to allow effective and immediate feedback to be given. Next day is ideal, within one week is essential

Effective Feedback Strategies

Feedback	Time used	Features
Verbal	Guided group	This is the most effective form of feedback for most pupils and involves discussion of learning and direct contact with the pupil. A discussion should be accompanied by the appropriate scaffolding in green pen by the adult during the discussion/guided session. The symbol VF should be added in addition to the annotations/scaffolds.
Highlighting	Short burst writing, diagrams	Note strongest evidence of progress and success against the learning objective progress – highlight green (x3) – add comment at end Identify area to develop against the learning objective - highlight pink (x1) – add comment at end In green pen, add a brief word/phrase or scaffold/model to exemplify next steps for pupil.
Personalised quality feedback	End of unit write, extended curriculum write, assessed piece <i>(aim for every 3rd piece in Curriculum and Writing)</i>	Highlighting may be used to begin with, followed by personalised quality feedback. Detailed feedback should be evident in all subject areas to extended learning and must be differentiated appropriately. Whilst appraising, staff may see something that requires clarification or find a good opportunity to extend learning. Emphasis should be on both success and areas for development against the learning objective and success criteria. Focused comments should provide praise and then help the pupil in 'closing the gap' between what they have achieved and what they could achieved next. Use the star and step stamp. Useful 'closing the gap' comments are: - A reminder prompt – e.g. "What else could you say here?"



Brilliance, through Bowsland Best

		<p>- A scaffolded prompt- e.g. “What was the dog’s tail doing?”, “The dog was angry so he...”, “Describe the expression on the dog’s face”.</p> <p>- An example prompt – e.g. “Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn’t believe his eyes”</p> <p>Time is then given to respond to the written prompt, thus enabling pupil to ‘close/ bridge the gap’ and improve their learning.</p> <p>In addition, correct any keywords (age appropriate) and punctuation here. Look for persistent errors and patterns of errors e.g. not every incorrect spelling will be addressed, only words that an individual pupil should be reasonably expected to know.</p> <p>Feedback must be written on the line and well-spaced wherever possible.</p>
Peer Feedback	Any piece, exercising appropriateness	<p>From KS1, pupils may support each other and feed back on learning and achievement. Pupils should be given the opportunity to act as response partners and pair mark work.</p> <p>Pupils must be trained to conduct this and given clear criteria to feed back against, relationships based on a climate of appreciative inquiry and trust.</p> <p>All peer feedback should be initialled and conducted to the highest quality.</p>
Tick and dot	Mathematics Spellings	<p>A tick indicates a correct answer. A dot indicates an answer needs revisiting in feedback time.</p> <p>Use the star and step stamp for mathematics, providing guidance to the next step in learning.</p>
Additional annotations	To provide context	<ul style="list-style-type: none"> • Time taken for completion • Absence from school • Intervention absence from classroom • Context • Level of enjoyment • Change in LO challenge level • Links to targets • I for Independent • S for Supported
Evidence gathering	Assessment against targets	<p>If evidence against targets is demonstrated, mark in margin T:XX (add appropriate strand e.g. T:M&D) and highlight evidence in green. Mark and date onto target card in back of book.</p> <p>NB: Once trained, pupils may conduct this too!</p>
Stickers and stamps	Any piece, exercising appropriateness	<p>Stickers and stamps, House Points etc are used both to motivate pupils and to ensure that feedback is as efficient as possible a process for the teacher, in order that the maximum can be achieved for the learner.</p> <p>Stickers must not replace more appropriate feedback, but add depth to the praise aspect of feedback.</p>

To be reviewed as required to promote effective learning

Reviewed by January 2018



Brilliance, through Bowsland Best

Our Agreement on Feedback Partnerships

When we become feedback partners, we agree to help through our school values **PART-E**:

Take **Pride** in our role – try to help our partner be even more successful in their learning

Get our partners to talk about what they tried to **Achieve** in their learning

Take **Responsibility** to listen to advice because we are trying to help each other improve our learning

Work together using **Teamwork** to help our partner to see the good things in their learning

Enjoy our partner's learning because they have done their best, so their work should be valued

We must:

Try to make our suggestions as clear and as positive as possible.

Respect our partner. We will not talk about their learning behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.

Try to see how our partner has tackled the learning objective and only try to improve things that are to do with the learning objective.