



BERE REGIS PRIMARY & PRE-SCHOOL

Feedback Policy

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in children's learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity or the children's management of their learning or self-regulation, rather than about the child themselves. This feedback can be verbal or written and can come from a teacher or someone taking a teaching role, or from peers.

Aims:

1. For children to understand what they have done well.

To help pupils understand their progress, they need to know both what they have done well and the reasons for it.

2. For children to understand how to improve.

To help all pupils understand what steps to take to move their learning forward.

3. To impact positively on future learning.

Pupils should display a good understanding of these points.

Principles:

Effective feedback (either oral or written):

- is specific, accurate and clear (e.g. "It was good because you..." rather than just "correct");
- relates to current learning objectives and targets rather than the child;
- is delivered closest to the point of action; feedback alongside the learner is best;
- compares what the learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...");
- encourages children to see themselves as the first markers and audience for their learning so that they become more independent and take responsibility for their work;
- encourages and supports further effort;
- is given sparingly so that it is meaningful; it should not be unnecessarily onerous;
- provides specific guidance on how to improve and not just tell students when they are wrong;
- is about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils (e.g. What is the largest decimal number you can make using the digits 5, 1, 2? What would be the impact of re-ordering this sentence?);
- is evidenced by its impact on children's work (through initial purple editing and longer-term improvements);
- is not based on presentation: ground rules should be established and adhered to so that this is not a focus of feedback (with recognition of levels of need);
- supports the teacher in assessing and planning for future progress (e.g. through lesson planning or interventions for persistent errors).

Guidance for written marking:

Where it has not been possible to provide effective oral feedback, or where written feedback can be used as a reference material, written marking may be undertaken.

- Pink is used to indicate successes; green is used to indicate actionable improvements needed;
- Models or effective examples may be given in green pen;
- Purple pens are used by children to respond to feedback (be it verbal or written); self-editing (prior to feedback) is undertaken in pen or pencil;

- Self-marking should be encouraged alongside appropriate materials (e.g. correct answers, word banks, dictionaries, model examples);
- Opportunities to seek additional feedback is provided to children;
- In writing, comprehensive feedback is provided for cold and hot tasks;
- There is dedicated time to act on feedback;
- Where appropriate, will make use of and reference to success criteria, learning objectives or personal targets;
- Homework feedback will comply with our homework policy.

Guidance for peer marking:

- Training must be undertaken, through modelling and direct teaching, in order to ensure effectiveness;
- Resources and models must be provided (e.g. answers, criteria, written models, word banks, dictionaries);
- Success criteria must be understood and will often be referred to;
- Groupings for peer marking must be carefully considered and planned for; they may be directed on the basis of matching expertise to weakness or in sharing a common point to improve, for example.

The following symbols are used for organisational and assessment purposes:

T	Teacher assisted work
TA	TA assisted work
I	Independent work (although assume all work is independent, unless otherwise annotated)
CI	Child initiated (EYFS)
VF	Verbal feedback given
PP	Work undertaken as personal progress

The following symbols are used to provide feedback:

	pink tick / highlight – child has achieved LO / success criteria
	answer is incorrect
//	paragraphs
	finger spaces
A .	capital letters and full stops
	spelling needs attention (greater direction for children who may find it harder to identify)
	a word or phrase could be improved
	something is missing
Sp:	in margin to identify common/age-expected spelling to be edited at the bottom of the work, alongside the word itself, to indicate a more adventurous word to learn the spelling

These symbols are to be displayed in every classroom, so all pupils and staff can see them.

Workload

In recognition of the DfE's report on workload and marking (March 2016), we are keen for teachers to avoid unnecessarily burdensome forms of feedback in order to manage workload. We encourage you to use your professional judgment in deciding the most effective form of feedback that will most positively impact on children's progress.