Westbourne primary School Feedback Policy

Purpose

To ensure all staff know the content of the feedback policy and deliver it consistently.

Rationale

We want all children to realise their potential. Providing feedback by recognising their achievements and knowing their next steps for learning will help all pupils to achieve their best.

Principles

- The feedback policy is manageable.
- Feedback is appropriate to the individual needs of the child
- Feedback is accessible for pupils to support them in taking responsibility for their own learning
- Feedback is consistent throughout school and makes use of a developmental marking code displayed in each classroom.
- Time is allocated for pupils to respond and to reflect to feedback.
- Feedback should sign post were learning can be applied in context.
- All adults can contribute to feedback. If feedback is in a written form, any adult who is not the class teacher should initial.
- Any issues or misconceptions highlighted in feedback informs future planning.
- Feedback is positive recognising achievements and makes references to successes before identifying next steps.
- Feedback is related to learning intentions but also recognises other achievements (e.g targets)
- All work should receive feedback, depth of feedback dependent on activity /subject set
- There is a manageable balance between acknowledgement feedback and quality marking.
- Feedback should be immediate as practicable, most taking place during lesson time.

How do we give feedback?

The majority of feedback occurs during the delivery of the lesson and is given verbally including extending their learning through targeted questioning

Written feedback will be provided as and when appropriate. Verbal feedback will be acknowledged using school feedback code.

High frequency words and key vocabulary will be corrected in all curriculum areas. Basic grammar and punctuation e.g. capital letters and full stops and others as appropriate to year group will be corrected in all written work.

Common misconceptions should be addressed as a whole class in introductions, during the lesson and plenaries.

Pupil involvement

- Wherever possible, pupils are involved in assessing their own work.
- Pupils know what all symbols on the school feedback code represent
- Peer evaluations are used where appropriate.
- Traffic lights/thumbs systems used inKS2 and KS1 respectively.

Opportunities for pupil involvement

- Tackle misconceptions with class groups
- Question children about their work
- Allow time for children to improve their work.