DUNNINGTON CE PRIMARY SCHOOL

FEEDBACK POLICY

Date of Policy: March 2024

Date of Review: March 2027

Member(s) of staff responsible: Clare Thompson

Governor(s) responsible: FGB

Signature of Chair of Governors:

Date:

Vision Aims: We aim to have a consistent and effective approach to feedback. However, teaching staff use their professional judgement considering both the age and needs of the children. All children are entitled to regular and comprehensive feedback as an essential part of the assessment process. It is important to provide constructive feedback, focusing on success and areas for improvement against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

As a school we believe in THINKING. Therefore, we do not do something because, 'that's what we have always done' or because, 'that's what everyone else is doing'. We do it because we believe there is a better way; a more effective way; that utilises our time and energy to make a greater impact on the lives of our children. Feedback is no different. We should start by asking ourselves, 'why are we giving this feedback?'. There are two main reasons:

- To motivate a child
- We can see an opportunity to move learning on by:
  - Addressing a misunderstanding
  - Reinforcing a skill or key piece of information
  - Extending a child's understanding or ability to do something

Guidelines: We use a variety of strategies to ensure that we provide the highest quality feedback for the children in our school including:

1. Ensuring feedback is regular across the curriculum.
- Feedback is regular across all areas of the curriculum with all pieces of work being reviewed in some way, either by verbal feedback or a written comment.
- Teachers are encouraged to use their own professional judgement to decide when is the right time to provide verbal feedback, to surface mark, when it needs highlighting or when a next step comment is the right approach to have the most positive impact on a child's progress. For example, pupils working on an extended piece of writing are likely to receive more verbal feedback, both individual and whole class, during the process and more written feedback at the end of the process. This is to allow for discussions within the class which aids pupils with their own writing outcomes.
- To ensure efficient use of time, the following agreed systems and symbols throughout school:

✔	To show where objectives have been met
T	To target next steps in learning
CT **TA**	Initials may be used to show who has given feedback. CT – Class Teacher TA – Teaching Assistant
🙂	Smiley face stamp will be used to recognise exceptional effort or achievement with a piece of work. A house point will be awarded for this work.
〜〜〜 Spelling	Children underline words with as wavy line as they write, to remind them to review before they finish. This can be to check a spelling or consider a better choice of grammar or vocabulary. This promotes increased fluency. Spelling system for Teacher corrections: 1- Teacher underlines and corrects it above. 2- Teacher underlines and pupil corrects in margin (x3)

Every lesson counts. Every interaction matters. Every day is vital.

	3- (Sp) written in the margin and pupil finds incorrect spelling on that line and corrects in margin (x3)

2. Ensuring feedback motivates and leads to improvement

- Teachers use green pens to provide feedback.
- Feedback relates to learning objectives, outcomes or an individual child's needs.
- Feedback is constructive and leads to progress because it is precise.
- Feedback clearly identifies next steps in learning or targets for improvement. Where appropriate, questions may be left for pupils to respond to.
- Children use purple pens to improve their own work.
- Children are encouraged to self-evaluate.
- Children sometimes set their own targets for improvement.
- Children are routinely provided with time to edit and improve their work.
- Children act on and respond to the feedback
- Children are clear about where their work has improved as a response to feedback.