



# Feedback for Learning policy 2023-24

# **Feedback for learning policy**

## **Aims**

### **This policy aims to:**

- Outline our approach to feedback for learning and make clear our expectations for staff and children
- Ensure a consistency of response to learning in all lessons throughout the curriculum
- Support our children and teachers to give meaningful and targeted feedback at the most impactful time
- Guide parents, staff and children to understand our approach to feedback
- Ensure our children have an active role in identifying their own learning needs and how to improve their work, while helping them to celebrate when they have been successful. This will support children to become independent learners and take ownership.
- Integrate feedback into our ongoing formative assessment process and thus inform next steps planning

## **Principles**

At St Just Primary School, we believe that effective feedback plays a crucial role in supporting and accelerating pupil progress. This policy outlines our approach to providing high-quality feedback that promotes learning, engagement, and achievement amongst our pupils.

## **Feedback**

Feedback should be meaningful, manageable and motivating for staff and accessible to children. It should allow time for children to read, reflect and respond to feedback. Feedback is a written or verbal dialogue between teacher and pupil, or pupil and pupil. We believe feedback is only purposeful if children can take from it what they need to move their learning forwards and to inform teachers' future planning. Feedback that is not written in books should be recorded on a distance marking sheet (appendix 1). This should be kept in class files to inform any teacher assessments.

## **Frequency**

Feedback is provided consistently through a range of methods, ensuring regular, ongoing review and reflection.

Teachers provide feedback at key points during the learning process, including initial input, during independent work, and at the end of a task or unit of work.

Feedback is given in a timely manner to allow pupils to respond and make improvements promptly.

## **Pupil's response**

Pupils are encouraged to respond to feedback actively by acting upon it to improve their work.

Teachers provide opportunities for pupils to demonstrate how they have acted upon feedback.

Pupils reflect on their progress regularly, identifying and recording their achievements, targets, and strategies for improvement.

## **Monitoring and Evaluation**

The school's Subject leaders and Senior Leadership Team will monitor the implementation and impact of the Feedback policy in all subjects regularly.

Feedback practice is reviewed during lesson visits, work scrutiny, and pupil discussion to identify strengths and areas for development.

Regular training and professional development opportunities are arranged to support staff in developing effective feedback strategies.

## **Our Approach in Reception**

The majority of feedback for our children within Reception is verbal; this takes the form of 'in the moment', targeted, bespoke and responsive communication that celebrates children's efforts, highlights where they have been successful and supports their understanding of next steps. As the children develop throughout the academic year, those that would benefit from different types of feedback, particularly identifying next steps, are then introduced to methods to allow them to take more ownership to improve their learning.

## **Our Approach in Years 1 to 6**

### **Verbal Feedback**

Our children receive regular, targeted verbal feedback related to the learning objective of the lesson. Feedback, when it takes this form, is one of the most powerful methods we can use in a classroom as it opens dialogue between a child and their teacher at the critical point of learning. It also enables a child to take ownership of their own learning, in the moment, and for them to understand their immediate successes and next steps to progress.

### **Written Feedback**

We use a simple system to visually show children where they are with their learning. This can be individual, group or whole class.

Time **MUST** be given to respond to the feedback and this must be in the form of 'improvement work', not a comment from the child eg. okay

### **Online Feedback**

Some work in years 5 and 6 will be feedback to pupils using ipads through apps such as 'Explain all' where the teacher can record feedback for the pupils to access in their own time. This is being developed over time and will be included in this document as more has been trialled. Pupils will begin by using Showbie to create their own working profile where work can be shared with the class teacher and amongst peers and instant verbal feedback can be given alongside pupils work.

Our children use green pens to edit their work as they write and learn or as a response to feedback.

Feedback symbols	
✓	Correct, you have almost met the objective
✓✓	Lesson objective MET or EXCEEDED
^	<i>Missing word</i>
○	Missing or incorrect.
/	New sentence
//	New paragraph
Sp	Check your spelling
?	Does this make sense?
S	Support given
<b>PEER REFLECT - Add your initials</b>	

### Peer Reflection

Occasionally our children will peer reflect on the learning of others. This is verbal collaborative feedback. They will use the codes and add their initials to the end of each other's work.

## **Our Approach in Other Subjects**

During Music, Computing, Games, Art, DT, PE and MFL lessons - or other lessons where no written work has taken place - our children receive focused and targeted verbal feedback, which will consist of the elements needed to enable them to take positive next steps in learning. This form of distance marking will be recorded on a feedback form, kept by the class teacher to inform end of unit assessment. (appendix 1)

## **SEND and Inclusion**

All children are entitled to receive feedback in accordance with this policy. Should any of our children have specific needs that require an adjustment to our feedback approach, we work closely with the relevant teachers, the child and their parents to provide adjustments to our feedback and response approach that enables the very best learning opportunities for all children.

## **Education Assistants Feedback**

There are often times when the class Education Assistant will lead a group or individual children. Feedback from this is necessary, for the class teacher to have a clear understanding of the knowledge and skill development of the children in the group, in order to effectively plan for the next session. It is therefore, expected that Education Assistants will complete a feedback form at the end of the taught session.

## Distance Marking Sheet and Education Assistant Feedback sheet

Class / Group		Initials of T / EA		Date	
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Lesson <i>Circle the subject</i>				
English / Writing	Maths	History	Music	MFL
Reading	Science	Geography	PE	PSHE
SPAG	DT	Art	Computing	RE
Lesson objective:				

Attainment	
Pupils attaining well	Pupils needing support

Name	Next steps support

Whole class next steps:
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