

Clipston Endowed VC Primary School

Feedback Policy



Be Kind ~ Be Your Best ~ Be Happy

In this policy, the role of the governor states that they are responsible for ensuring the effective implementation, monitoring and evaluation of the policy. This - in practical terms - means that this is a day to day management responsibility usually overseen by the Head Teacher, and governors receive a report on the effectiveness of the policy when a policy is reviewed.

Presented to and adopted by Governors: February 2021

Proposed Review: Spring 2023

Signed

Mrs Helen Bellamy: Chair of Governors

Clipston Primary School's Mission, Ethos and Aims

Our Mission

Be Kind ~ Be Your Best ~ Be Happy

Ethos

Recognising its historic foundation, Clipston Primary School seeks to serve its community by providing a rounded, connected and coherent education of the highest quality.

We endeavour to preserve and develop our distinct religious character in accordance with the principles of the Church of England.

The school lives out its Christian virtues – Thankfulness, Kindness, Justice, Love, Forgiveness, Responsibility and Courage – and all those essential human values, which are common to good, kind and tolerant people of all faiths and none, through the experiences it offers to all its pupils.

Aims

The school's aim, through its Christian ethos, is the creation of a safe, happy learning environment, which supports all children on their journey towards becoming:

- Successful engaged learners, who enjoy learning, who are knowledgeable and skilled, and who make progress and achieve their best;
- Confident, articulate individuals who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future;
- Responsible, happy citizens of the world who have the capacity to make positive contributions to society.

“Do to others as you would have them do unto you” Luke 6:31

To achieve these aims, staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

The Principles of Feedback and Marking

Feedback should be useful to the pupil, enabling them to reflect on what they did, make adjustments to improve their work, and therefore make progress in their learning.

Feedback must be manageable, meaningful and motivating. Procedures must not take hours of time in the evenings and into the night. Procedures must enable teachers to maintain a sensible work-life balance in order that they can fully focus on planning the next day's lessons and be able to deliver them feeling refreshed after an evening at home.

Feedback procedures should capture what we do well at this school – books show that we routinely give regular, meaningful feedback that enables children to address misconceptions and edit their work. Feedback enables children to see errors and mistakes, and then make corrections. It is what the child does as a result of adult feedback that motivates children to make progress and become more independent as learners.

The focus at this school is very much on Live Feedback, with the pupil, in the classroom.

Educational Research

Educational research shows that ineffective marking manifests itself as long sentences written by the teacher in different coloured pens with VF used frequently to show that Verbal Feedback has been given.

Schools where feedback is manageable, meaningful and motivating, capture the essence of all that is effective (and very much what teachers do anyway on a daily basis) without the need for labour intensive practices such as extensive written comments.

Ofsted makes no stipulations about feedback and marking, other than that teachers should adhere to the school's policy. Procedures should be used consistently.

Monitoring

The Head Teacher and Subject Leads will monitor the adherence, manageability and impact of the policy as part of the routine monitoring schedule, and from time to time Governors will also monitor the effectiveness of this policy through Monitoring and Book Scrutiny.

Work Layout

The layout of the start of each piece of work in Year 1 to Year 6 will include the date and the title e.g.

<i><u>22nd February 2021</u></i>	<i><u>Fractions</u></i>
<i><u>22nd March 2021</u></i>	<i><u>Diary Writing</u></i>

Feedback Procedures

The main strategies of effective feedback at Clipston School are:

- **Whole Class Feedback** – having looked at a specific piece of work, teachers may make notes to feedback to the class to help them redraft or improve it. Whole Class Feedback might look like this:

Whole Class Feedback Sheet		
Date _____	Lesson _____	
Praise:	Vocabulary:	Grammar:
What Went Well (WWW):	Misconceptions:	Presentation:
Even Better If (EBI):		
Special Mentions:		

- **Whole Class Questioning** – linked to the current learning, having assessed the children’s work, teachers may ask individuals to give a definition, a spelling or a key piece of conceptual information. This may be linked to the Knowledge Organisers, but not exclusively so.
- **Sample Feedback** – during the lesson, the teacher will circulate the room, reading work and giving verbal feedback. Misconceptions will be picked up and immediate feedback may be given to address it, stopping the lesson as necessary. Using a visualiser (or ipad / phone) teachers may also demonstrate work that is going well.
- **Modelling** – teachers may give an exemplar piece of writing, a sample layout or a worked Maths example. Pupils will use this feedback to assess their work (and that of their peers). Time will also be spent improving deliberately poor answers to support children’s concept development and their understanding of what is required (success criteria).

Feedback in books will be shown as follows:

- Adults, including Teaching Assistants, use green pen.
- Red pen shows where the child has edited their work, as a result of adult feedback.
- Children, particularly in upper Key Stage 2 will also edit independently in purple pen.
- Adults give praise through the use of stickers / comments / stamps to boost self-esteem and to recognise effort. These will be personal to the teacher.

