



**Barrowford**  
Primary School  
Learn to Love, Love to Learn

## Feedback Policy

At Barrowford Primary School we believe that our pupils will develop as Rounded and Grounded individuals who are confident, independent, articulate, collaborative learners and leaders who are life-long learners. Our classroom practice aims to develop pupils' personal, emotional, social, cognitive and strategic learning habits as well as developing curricular knowledge and understanding.

Feedback is an integral and interactive element of teaching and learning, being an important aspect of the interaction between pupil and teacher. It is also a key element to assessment and future planning. Our pupils are at the heart of the feedback process.

Good feedback should help the children and adults understand what has done well, give clear guidance on how to improve and how children have been learning linked to Rounded and Grounded skills.

Aims:

- To be fully aware of the ability of pupils of any misconceptions they may have
- For the teacher to recognise and celebrate effort
- To allow high expectations to be set and to monitor achievement
- To allow pupils to respond to individual learning objectives
- To allow pupils to have a clear understanding of their progress and how to improve
- To produce evidence of pupils progress
- To increase levels of pupils motivation, self- awareness and

Guidelines

Feedback should refer to whether a pupil has achieved a learning objective set in that lesson. Feedback should take place during the lesson, at the end of a lesson or after the lesson has taken place.

This feedback should be used formatively to inform learning and to monitor the progress of learners.

Pupils must be given time to absorb, make comments and act upon feedback whether the feedback is from a teacher, from their peers or themselves.

If pupils are to take responsibility for their own learning they need to know what they are expected to learn and how they can achieve it. Providing objectives allows pupils' to engage with the process of learning. Feedback should reflect the lesson objective that has been shared with the children so that feedback is specific and focussed this should be linked with the Rounded and Grounded skills in the classroom. These objectives can be shared visually verbally, written by pupils in journals or printed on handouts.

All learning is marked on a daily basis.

## Oral feedback

This should be used to give the children a clear indication of how they have performed positive and negative aspects of what to do. It should be recorded in journals using the symbols VF and this should be initialled by whoever has given the feedback.

Oral feedback should also be given to pupils to encourage positive attitudes to learning, using Rounded and Grounded Skills around school or making good relationship choices.

## Written Feedback

This should be highlighted in order to give instant and clear feedback of what has been done well.

Using a specific colour, highlight something in the child's learning that is a positive this should be at all times linked to the learning objective of that lesson.

Highlighted in a different colour, should be an element of the child's learning when they have an opportunity to reinforce or move their learning forward. These should either be a reminder prompt, an example prompt, a steps prompt or a challenge prompt. Teachers need to think of comments that require a response from pupils. For example, could you re-write the highlighted sentence using more specific adjectives to describe the object.

Pupils need to understand that not all mistakes will be corrected unless they are linked to the learning objective.

In topic based learning there should be a feedback comment linked to how the children have achieved the learning about observes by explicitly stating which Rounded and Grounded skills have been demonstrated or the level of effort they have put into the piece of learning. This could be a question about which skills they think they have used.

If the child is able to adapt their learning in any way this should be highlighted in their learning using the following symbols at the side to indicate what might be missing. These symbols should be highlighted in the classroom or in the first page of learning journals for children to refer to.

- C- indicates a capital letter should be used
- P – indicates that a certain punctuation should have been used
- // - indicates a new paragraph should have been started
- S- Indicates a spelling error. The misspelt word should be highlighted and then the child can independently source the correct spelling using a dictionary
- ^ this indicates that there is a word or digit missing
- ? indicates that the learning does not make sense

- . indicates an incorrect answer
- √if there is an element of the learning that you feel the child has done an excellent example of.
- VF- indicates verbal feedback was given

If the child has adapted their own learning through self-assessment they should use a different coloured pen to demonstrate where they have made adaptations. This should be identified at the bottom of the learning.

It should also be indicated whether a child has received support from an adult. The adult working with the children should scribe at the bottom of the page how much guidance was given and whether this was in a group or individual guidance.

### Self-Assessment and Peer Feedback

The responsibility of feedback can be handed over to the pupils. It should be used when there is an answer sheet, marking ladder. This needs to be modelled by the teacher. Pupils should be explicitly taught on how to effectively peer assess by linking it to the lesson objective.

Teachers should take into consideration the inclusivity of using peer feedback as a child's confidence should not be affected through this process.

### Steps to Success

When pupils are given an extended writing task they should be given a marking ladder to complete and refer to during the writing task. . This ladder can be differentiated to ensure each child's next steps are addressed. See Appendix for examples of marking ladders

### Feedback Sessions

Time should be planned into lessons in to allow pupils to reflect on the marking that they have received. This allows opportunity to:

- Correct mistakes, answer questions, suggest solutions, add more detail or knowledge
- Redo aspects of learning

This will be done in the pupils' learning journals.

When a child has responded to feedback this should be initialled and dated by the adult who is happy with the response undertaken.

### Unfinished learning

Pupils are expected to finish a learning task. Good attitudes to learning should be taught so pupils take pride in finishing off learning. Time should be set aside so learning can be finished.

#### Presentation expectations

It should be the expectation of all staff that pupils take pride in their learning and set high expectations in the classroom.

All new learning should have a date and title set out using DUMTUMS. Date, underline, miss a line, title, underline, miss a line, start. All underlining should be with a ruler. Pupils should be encouraged to start a new piece of learning underneath the feedback from the previous piece where possible, rather than always on a clean page

Mistakes should be indicated by a single neat line through. No rubbers should be used by the pupils in class. Pupils must be taught that it is important that mistakes are left in books and not removed so we can see the progress or changes they have made.

#### Monitoring Feedback

SLT and subject leaders monitor the consistency and effectiveness of learning feedback through book scrutinise and lesson observations. Through these they will also monitor the effect of policy/ guidelines on pupils' learning.

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