

**Feedback Policy**

**Rationale:**

*To create a feedback policy that puts the relationship between pupils and teachers at the heart of it. To enable teachers to be professionals and to lead to pupils to making progress.*

**What is the aim of the feedback policy?**

* To provide accurate, useful feedback to our pupils that makes a difference to their outcomes both academically and personally, emotionally and socially.
* To allow pupils to access feedback that supports them in making progress (knowing more and remembering more).
* To allow the professionals (teachers and teaching assistants) to determine the most effective way to provide feedback to their pupils, thus protecting teacher workload and ensuring that the policy is applied consistently.
* To inform any changes that need to be made to planned lessons, in response to the feedback gathered

**What is the policy?**

* All adults working with pupils across the school will provide feedback to pupils on their work. Teachers are free to determine how this looks within their individual classes, however the focus will be on timely verbal feedback, which the pupils can act upon immediately.
* Class teachers have a responsibility to communicate the methods of feedback to their pupils and ensure that all pupils understand how they will be provided with feedback.
* All adults working with pupils across the school will provide feedback to pupils on their personal, social and emotional needs. They will support pupils with their emotional development by ensuring time is made to support this development within the classroom environment.

**What are the expectations?**

* Each class teacher is free to determine with their class how they will provide feedback.
* Pupils should be able to explain how they get feedback from their class teacher.
* There is no expectation that verbal feedback will be recorded.
* There is an expectation that feedback will have a direct impact on pupils' outcomes.

**How is the policy monitored?**

* All staff are responsible for the effective implementation of this policy.
* The policy will be monitored through conversations with pupils and class teachers.
* Pupils’ work will form an important part of the monitoring process.

**Who is the policy for?**

* Pupils - to ensure that the feedback they are provided with enables them to make progress
* Staff - to enable them to use their professional judgement in how best to provide feedback to their pupils
* Leaders - to ensure that pupils outcomes and teacher workload are protected
* Parents - to support them in understanding how feedback is provided to their children

**When will the policy be reviewed?**

* Annually

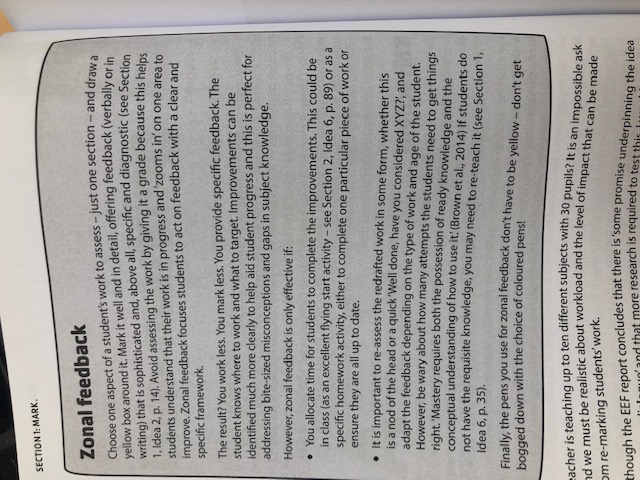
Appendix 1: Specific Guidance for staff

**Books**

* Printed label to be used on the front with the name in bold for Pupil Premium children
* Date & L.Q. written and underlined or printed on a label
* If anyone other than classteacher marking books, initial it (unless it is usual PPA cover)
* Whole worksheets to be kept to a ‘healthy balance’ – where possible, children need to learn to set the work out themselves
* Crossing out should be one line only

**Feedback & marking**

* Verbal feedback/in lesson feedback preferable to written comments. All feedback should impact on progress.
* Children should be able to explain how they receive feedback from the adults they work with
* LQ highlighted green/pink to give a quick indication of understanding for both pupils and adult
* Any intervention following a lesson needs to be done in books
* Please use the codes ‘LS’ (Little support) or ‘S’ (Support) to indicate level of support next to the learning question. If blank, work has been completed independently.
* Teacher to use blue or red pen, Ta’s green
* For KS2, instead of writing ‘Next time don’t forget your full stops’ etc, set the child a gap task there and then to either correct what they’ve done or correct something you set them (see Zonal Feedback from Mark, Plan, Teach below). For KS1, next steps should be indicated in their book to be addressed next lesson, e.g. finger spaces. Their book should then show that this has been applied in future lessons.
* If correcting spellings, focus on high frequency/key words for your year group
* Self-marking in Mathematics is a useful way for children to gain instant feedback. If children are self-marking, this must be in coloured pencil/purple pen – not highlighter. Ticks should be the same size of the handwriting/digits
* Whole class feedback sheets to be used for writing where appropriate
* There are many other ways of giving feedback – please feel free to use any additional methods which allow your class to make progress

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