

Radipole Primary School

Feedback Policy

Rational

Feedback is an essential part of assessment which is vital for effective teaching and learning. Giving constructive feedback to pupils through feedback promotes a positive attitude and behaviour and leads to an improvement in standards.

Teachers should respond to pupils' work in a way which allows for clear and constructive feedback for other staff, pupils and parents enabling individual progress to be clearly tracked and monitored.

Evidence of our feedback to pupils' about their work can be found recorded in books. All data relating to the levels pupils are working at can be found on the school tracking system 'Pupil Tracker', this includes up-to date assessments for the core subjects and how well each objective taught has been understood..

Aims

Through effective feedback we aim to:

- assist learning
- inform planning
- conduct quality formative assessment (monitoring pupils' progress)
- promote and reinforce higher standards
- address errors and misconceptions
- recognise achievement and effort
- provide constructive feedback which allows pupils to build up a picture of their strengths and weaknesses
- foster a culture where it is alright to make mistakes, but then good to learn from them
- show pupils that we value their work
- allow pupils to reflect on their past performances and to set new challenging and attainable targets together with the teacher

Practice

At Radipole Primary School feedback:

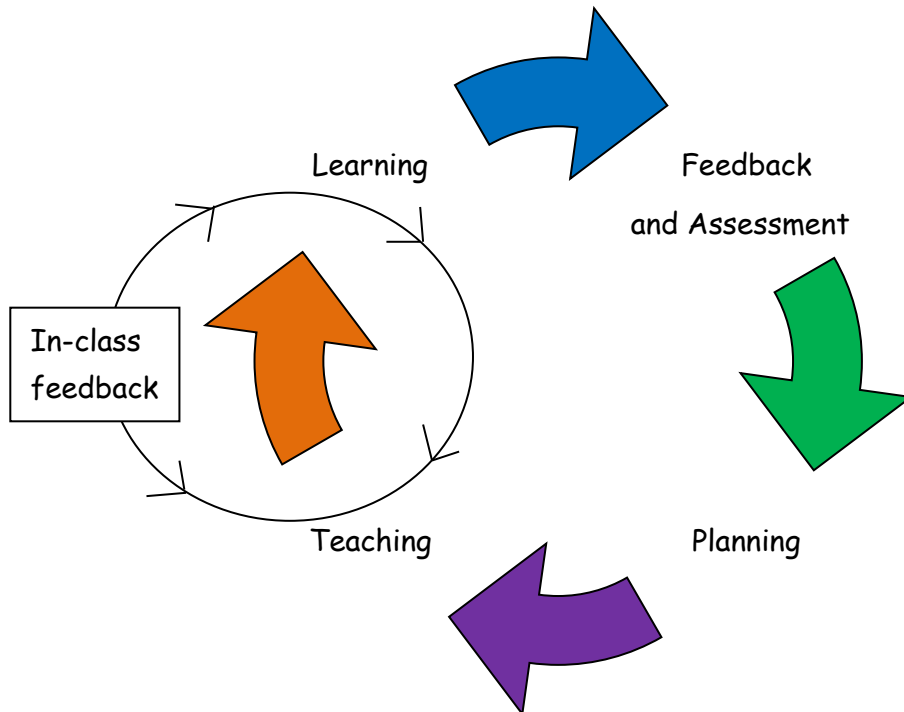
- is related to needs attainment and ability
- is related to learning objectives (WALT) which are shared and made clear to the pupils at the beginning of the lesson
- ensures that pupils know how well they are doing and what they need to do to improve
- provides pupils with opportunities to self and peer assess
- gives praise and acknowledges effort and achievement
- sets challenging and attainable targets for individual pupils

Good feedback occurs when:

- it address errors and misconceptions
- it is instant
- it praises effort
- comments clearly relate to the learning objectives (WALT)
- it is manageable and meaningful for the teacher
- pupils have time to respond to feedback
- the pupil is involved in the feedback process

Good learning occurs when:

- feedback is instant (In-class) and direct
- pupils are given clear ways in which to improve their work and respond to the feedback
- praise is given
- pupils know when they have been successful
- work is pitched at an appropriate level for the individual
- feedback and assessment inform planning, teaching and learning



Feedback

This policy reflects and reinforces the aims that feedback will assist learning by motivating, praising and target setting. Thus, reinforcing what the pupils have learnt and identifying the next steps. We believe that different feedback works for different teachers; we respect the judgements teachers, as professionals, will make in order to engage the pupils and take their learning forward. While each teacher is free to mark in a style and manner that suits them we do have a broad set of guidelines.

Broad Feedback Guidelines for Radipole Primary School

- English and Maths work (where possible) will be marked during the lesson while the children are working. Teachers and TAs will give instant feedback and support based on errors and misconceptions they see.
- TAs are encouraged to feedback and annotate children's work when they are supporting learning.
- Pink will be used to highlight areas of strength and green will be used to highlight areas of weakness.
- Work will not always be marked in detail, but it will be checked. This simply indicates that work has been seen and can be done as the teacher moves around the room.
- If work is not marked in the lesson (i.e. it's an extended piece of writing), work is marked as quickly as possible, i.e. same day or next day.
- Pink will be used to highlight areas of strength and green will be used to highlight areas of weakness.
- Time will be set aside for pupils to respond to feedback.
- Self and peer assessment will be used.
- The date and learning objective (WALT) will be displayed on English and Maths work.
- Maths is marked correct or incorrect. Where work is mark incorrect, the pupil should have another go at it.
- Science and Topic work is not marked unless appropriate, but it is celebrated and shared as part of classroom practice.

Target Setting

End of year targets are set by the Assessment Co-ordinator for reading, writing and maths. Previous years attainment, Fisher Family Trust, EYFS and Key Stage 1 data will be taken into consideration when target setting. Teachers will ensure interventions are given if it seems like the child may not reach their given target. Targets will be discussed with teachers at termly pupil progress meetings.

In-class targets are set for writing and maths. Each child has a writing target they are working towards applying in written work. Times tables are set as maths targets. Children should know up to 12x12 by the end of Year 4. Year 5 and 6 will continue to work on times tables looking at them in context and using decimals and numbers 10/100/100 times larger.

The Role of The Assessment Co-ordinator

- To monitor the implementation of the feedback policy.
- To use assessment data to monitor progress.
- To support staff with new ideas, resources and materials relevant to the policy.
- To monitor standards and to lead work sampling sessions where staff moderate feedback across the school.
- To make recommendations for further improvement.
- To set individual targets for the whole school for reading, writing and maths.