



Leamington Federation
Sydenham Primary School and Lighthorne Heath
Feedback Policy

Aims:

- To provide formative assessment information for teachers in order to enable them to plan effectively for individual needs, and to set targets for future development.
- To provide clear feedback to children about strengths and weaknesses in their learning and provide the next steps.
- To recognise, encourage and reward children's effort and progress.
- To focus teachers on those areas of learning where groups and individual children need specific help.
- To provide a record of children's progress.
- To help parents understand strengths and weaknesses in children's work.
- To provide information for other teachers and professionals who may work with a particular child.

Principles:



- At Sydenham and Lighthorne Heath Primary Schools feedback can be used to acknowledge children's achievements and for praising children for good learning, effort and progress.
- Feedback is also a diagnostic method of assessment, used to move forward children's learning by increasing teachers' knowledge of the children's needs. It is most effective when delivered "live" ie. directly to the pupil at the point of teaching.
- Feedback should be given using growth mindset language and should relate to achievement, effort, mistakes revealed, using struck strategies or meeting challenge. It may also relate to the learning intentions, success criteria or to the IEP/ILP targets.
- Feedback should be linked to different stages of learning (i) Beginner (corrective, surface) (ii) Intermediate (linking ideas, using the right strategies, deep learning); (iii) Advanced (supporting self-regulation, extending and applying.)
- Feedback is positive and constructive, whilst identifying areas of difficulty.
- Feedback procedures are consistently applied across the key stages.
- Pupils and parents will have the feedback procedures explained clearly to them.

Processes:

"Live" Feedback includes

- Whole class feedback given by the teacher to acknowledge/address common misconceptions and areas of success/progress. It should focus on the qualities of the child's work and not on comparison with other children.
- Mini plenaries throughout the lesson to address common misconceptions.
- Pupil conferencing between the teacher and a pupil on a one-to-one basis.
- Peer assessment involving a pupil and their Talk Partner through a process of cooperative improvement.
- Self-assessment. Pupils in Key Stage Two may assess their work against the success criteria and then edit and improve it using a Purple Polishing Pen. This will encourage independence.
- Teachers must model effective self-and peer assessment under the visualizer and train pupils to use cooperative improvement to good effect.
- Peer coaching whereby one pupil takes on the role of "expert" to support another pupil with their learning.
- Plenaries. This can also include feedback from the pupil to the teacher regarding what happened in the lesson that enabled them to learn. This pupil feedback should inform future planning.

- There will be a common standard of expected presentation: each piece of work should have a date and clear Learning Objective recorded.
- If written comments are necessary to clarify understanding, they should be written in green pen by the teacher or teaching assistant. Misconceptions or errors should be highlighted in pink pen.

- When annotating work, the following symbols can be used (directly related to the Learning Objective), and these should be explained to the pupils:
 - **U**nderstood
 - **I**ndependent
 - **G**roup
 - **GW** guided writing
 - **S**upport
 - **P**aired
 - **C**onsolidate
 - **CI** Collaborative improvement
 - **sp** & underlined :spelling
 - **O** incorrect punctuation (circled)
 - **^** : omission
 - **//** New paragraph
 - **ST** supply teacher (particularly useful if ST has not marked the work!)
 - **MP** mini plenary
 - **TI** teacher intervention
 - **VF** verbal feedback
- In Reception and Key Stage One pictorial symbols are used as follows:
 - CL** capital letter
 - full stop
 -  read back
 -  finger space
- After feedback, pupils should respond to the comments made by the teacher. This should be evidenced in their work.
- Teachers should be clear about the audience for whom their comments are intended.
- Written teacher comments should be neat and legible and reflect the school's handwriting policy.

Race Equality Statement

- At Sydenham and Lighthorne Heath Primary Schools we undertake to provide equality of access to all aspects of the curriculum to all members of the school community. We aim wherever possible to ensure translation services in order to facilitate parent / school partnership. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability in accordance with the school's Equal Opportunities and Inclusion policies.
- At Sydenham and Lighthorne Heath Primary Schools we offer a curriculum that reflects the cultural diversity of the school. We teach children to be aware of the diversity of cultures within our school, and to see them as a positive factor that enriches the experiences of the whole school community. We recognise that different languages are spoken and understood by staff and children in our school.

This policy was ratified: September 2020

And will be reviewed: September 2022

Signed by the Executive Head teacher:

Juliette Westwood

Chair of Governors: Richard Butler