

St. Peter's C of E Primary & Nursery School



Feedback Policy

Updated: Spring 2022
To be reviewed: Spring 2024

Vision statement

At St Peter's C of E Primary School, the growth and development of children and adults is central to everything we do. As a church school, we aim to serve and take care of our community by providing an education which inspires every child to be the best they can be. This is within a framework which is rooted in distinctive Christian beliefs and values whilst embracing diversity, respecting other faiths and worshipping together. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences we offer to all our school community.

Equality statement

St Peter's C of E Primary School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also value our staff and are committed to good employment practice.

St Peter's C of E Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These include: race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, living situation, or spent convictions.

In this we include all members of the extended school community – pupils, staff, Governors, Parents / Carers and others from our local community. Partners, contractors and other visitors to the school are also expected to adhere to this policy.

Linked to Article 2, Article 12 and Article 29 from the United Nations Convention on the Rights of the Child: Article 3: The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. Article 29: (Goals of Education) Children's education should develop each child's personality, talents and abilities to the fullest.

"The major message seems to be that students-regardless of achievement level-prefer teachers to provide more feedback that is forward looking, related to the success of the lesson, and 'just in time' and 'just for me', 'about my work' (and not 'about me') (Hattie, 2012, p. 147). He further justifies that, "It is not 'sufficient simply to tell a student where they have gone wrong-misconceptions need to be explained and improvements for future work suggested' (Hattie, 2012, p. 147).

"The mistake I made was seeing feedback as something teachers provided to students. I discovered that feedback is most powerful when it is from the student to the teacher. What they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can be synchronized and powerful. Feedback to teachers makes learning visible." (Hattie, 2012)

Purpose of Feedback:

In constructing this policy, staff have considered the following factors:

- Why has work been marked?
- Who is it for?
- Can the child access the feedback given?
- How does it promote learning?
- Has it been effective?
- Have children responded appropriately?
- Is this marking necessary?

Key to Feedback:

When scrutinising feedback in school, it has been apparent that teachers may mark because they feel it is expected by Ofsted, parents or Senior Leaders. This is not the case. We know from research and experience, that 'marking' can consume most of a teacher's time outside of lessons; therefore we have seriously considered workload when drafting this policy. When thinking about feedback and marking, if it is not useful for the pupils themselves, or for the teacher, then there is no reason to do it – we would question what the 'purpose' of it is.

Why is assessment so important at St. Peter's?

- It gives meaningful feedback to the child
- When done correctly, it maximises learning potential
- Child is at the centre of learning
- Helps children learn how to be the best learner they can be
- Informs learning by highlighting areas for development, enabling the child to establish clear 'next steps'
- Is integral to the planning of future lessons and inform progress assessments (see assessment policy)
- Facilitates and improves communication between job-share teachers, teachers and TAs.

What should feedback look like in the classroom?

- Dialogue – everyone talking about their learning and next steps
- Learning continually being evaluated and adapted
- Ongoing observations of children
- Children clear about where they are now, where they need to get to (next steps) and most crucially, how to 'close the gap' between the two.
- Children as active learners
- Questioning between pupils and adults
- Regular learning conversations within lesson with individuals, groups and whole class
- Children developing an understanding of what quality learning looks like using the language of purple learning
- Ongoing modelling of and coaching in self/peer assessment

Methods of Feedback:

Verbal with written notes

This has been proven to be the most effective form of feedback and may include: brief guidance, underlining, highlighting in pink (tickled pink) and green (for growth) pens etc.

Such feedback, given whilst the work is ongoing, enables the child to immediately experiment with, develop and implement the new targets.

Verbal

Shares all the benefits of verbal with written but lacks the recorded element.

It provides immediate feedback to the child and the teacher may provide this to many, although maybe not all children, throughout the lesson.

Written Marking Notes

These should be recorded in a manner that can be understood and acted upon. If comments are not read by the child, there is no purpose for them unless they are intended for another adult who would find them useful.

Child Led Feedback

The following forms of child-led feedback are vital. However, in every class, these types of feedback must be explicitly taught, reviewed and become an integral part of the learning process.

Self-Marking

Completed within the lesson, self-marking provides children with immediate feedback enabling them to correct work, check methodology, seek advice or support and make improvements while the objective and process are most relevant. We encourage daily maths self-marking to take place, giving the teacher time to use this feedback to plan the following lesson effectively.

Self-Review, Assessment and Evaluation

Marking their own work allows time to reflect upon their own progress towards achieving personal targets, helping the child to take control of their own learning. For effective self-review to take place, the child should review their work against success criteria (may be generated by the class) or previous next steps. This also gives an opportunity for the learners to reflect on their learning, thinking through the learning traits that were necessary and consider how effectively they were used (metacognition). More importantly is how they then use this information to improve their learning.

Peer Feedback

Provides opportunities for children to write for a different audience, consider their own targets in more detail, develop the 'language of learning' required to progress in their own targets, and to see the work of others, exposing them to exemplification of higher standards of work. Feedback is always verbal. Dialogue about learning is an important skill that we

seek to develop throughout school. As with the self-review, peer feedback should be given against a set of success criteria or previous next steps.

In order for peer feedback to be effective, it is essential that teachers model and coach pupils in these skills.

Purple Pens

Where ability allows and appropriate to the context, children respond to all types of feedback by improving their work, indicated by the use of 'Purple Pens'. The children are also encouraged to use a purple pen to edit their work.

Ongoing Research

We are continuing to experiment with different ways of improving the effectiveness of feedback. In particular, methods are being explored, analysed and developed to maximise opportunities for different types of verbal feedback within each lesson.