



HOLMBUSH PRIMARY ACADEMY

Feedback Policy

Feedback

Feedback enables children to understand the strengths and weaknesses demonstrated in their learning. Next steps for progress can then be planned.

Giving feedback involves talking to children, encouraging them to be reflective about the learning objectives and their progress.

Characteristics of effective feedback to the learner

To be effective, feedback should cause thinking to take place.

Feedback is most effective when it confirms that children are on the right track and when it stimulates correction or improvement to a piece of learning.

Suggestions for improvement should act as 'scaffolding', i.e. children should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.

Feedback will lead children to recognise their next steps and how to take them. It should promote confidence that every child can improve.

In books feedback will identify what has been achieved and what needs improvement.

Teachers will plan reflection time and follow-up activities that provide opportunities to ensure that meaningful interventions that extend children's understanding take place following any feedback.

Teachers and support staff will feedback according to the school Feedback Policy. Children will have planned opportunities to follow up from feedback.

Teachers and support staff will encourage children to ask for help and the growth mind-set ethos of the school will encourage them to do so.

Feedback may also be given to the whole class or to a specific group of children, when appropriate. This is particularly helpful when addressing common difficult points/ misconceptions.

Peer and self-assessment

Self-assessment is a vital part of assessment for learning. Our children self assess during lessons using age appropriate strategies linked to the learning objective. We want children to become active learners who take increasing responsibility for their learning and progress. Once children understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves to progress.

We will develop the habits and skills of collaboration in peer assessment. Peer assessment will be used when relevant. Children will be encouraged to clarify their own ideas and understanding of both the learning intention and the assessment criteria while improving their work with the help of a peer. We will encourage children to set questions and give feedback to help them understand the assessment process and to focus further efforts on improvement

Children will be given opportunities to be involved in both the assessment of learning and the assessment for learning activities that they are involved in.

Children will be given opportunities to:

- reflect on their own work
- be supported to admit problems without risk to self-esteem
- be given time to work problems out
- be supported in learning from mistakes

Children may look at examples of other children's learning that does and does not meet the success criteria as this can help them to understand what was required from a task and to assess the next steps they might need to take. Looking at different responses may be used to help children understand the different approaches they could have taken to a task.

Feedback in books

Green Highlighter - 'Good to be Green' for positive reinforcement

Pink Highlighter - 'Pink for Progress' 'You haven't got this YET' for something that needs editing/improving

Turquoise and Purple - Polishing pens these are for the children to edit, answer questions, and improve.

Feedback = Thinking and Reflection = Improvement = Progress

All feedback and marking will be completed within the lesson.

Books of Pupil Premium Grant children and those with SEN will always be checked during every lesson.

- All pieces of work must have a title that is a **Learning Intention** that children and staff can evaluate the work against.
- Time should be allocated for children to respond appropriately to feedback within the lesson.
- If children receive support or group/class feedback which the children then act upon this is done in **purple pens** to show they have had support/feedback.
- Corrections/extensions should be made in addition to the existing work in **purple pens**.
- Adults need to check work is dated and ensure children date if necessary.
- Any verbal and written comments should avoid implying innate ability e.g. 'you are good at this.' Comments should reflect our ethos of growth mind-set and be focused on learning achieved and effort.