

STYAL PRIMARY SCHOOL



"Valuing the individual to believe and achieve"

EFFICIENT FEEDBACK POLICY

September 2023

To be reviewed September 2024

STYAL PRIMARY SCHOOL
EFFICIENT FEEDBACK POLICY

Intent

We value feedback as a part of the process of enabling our pupils to take responsibility for their own learning. This behaviour for learning is essential for our children to achieve their potential. It is important for staff and pupils to view feedback as a part of the daily learning process. We give our children feedback on their learning so that they understand what they have achieved already and to provide accurate guidance for improvement.

Feedback must:

- be age appropriate
- be positive
- offer challenge
- accelerate progress
- be consistent
- be regular
- acknowledge effort
- identify gaps in learning

Staff at Styal Primary School believe that all work is valuable and should be treated with respect. When a child completes a piece of written work we give it our prompt attention. We acknowledge good quality work and praise effort. We believe that it is important that children are given the opportunity to respond to feedback in order to demonstrate their engagement as a learner.

Implementation

- We encourage our children to be active learners.
- **Learning Intention:** Staff share the learning intention (LI) at the start of lessons.
This is what the children INTEND to learn.
- **Success Criteria:** Staff also share success criteria with children (SC). These are features that children should include in their work. It shows the expectation and shows what success looks like. It allows children to be able to judge their own progress. Children tick the LI and tick the place in their work that illustrates they have met the success criteria.
- **Feedback at the Point of Learning:** Feedback is most effective when it is at the point of learning. Staff 'helicopter' around to give oral feedback wherever possible during the lesson. Short written comments can be made to support children's next steps (see Feedback Code).
- **Written Feedback at the End of the Lesson:** Teachers tick the SC if the child has met the lesson's learning intention. Where success criteria are not met, children complete their next steps at the start of the next lesson. If required, children will consolidate their learning in a small group with the teacher at the start of the next lesson.
- **Purple Pen:** Children can make improvements to their work using purple 'polishing' pen.
- **Teacher Pen:** Teachers mark work in a colour that stands out from the children's writing ie. not blue or black.


Type	Feedback Strategy
Point of Learning	<p>Dot marking – during the lesson: Teacher places a dot where they would like the child to revisit.</p>
	<p>Intervening at the point of learning during the lesson: The teacher and teaching assistant ‘helicopter’ around the room giving oral feedback to children. Short comments written in the child’s book during the lesson can be acted upon immediately by the child. This may be a tick or a suggestion on how to improve.</p>
Summary	<p>Peer assessment: Children are coached on how to do this effectively – they are critical friends. Helping others shows mastery. Children can be assigned roles, e.g. spelling friend, vocabulary friend etc. Gallery approaches could be used.</p>
	<p>Self assessment: In Science/ History / Geography / RE, children write the success criteria under their date and learning intention in their books. This will be used by children and the teacher to assess whether individuals have met the learning intention. This ensures active learning so children are engaged in the task. Children tick in the work to show where they have met the success criteria. Teachers check this self-assessment at the end of the lesson. Those who have not achieved or where misconceptions are evident, make up a consolidation group to ensure gaps or misconceptions are corrected. In Art, knowledge organisers are shared but not stuck in sketch books. Date on each page but no learning intention needed. Teachers do not mark work but children evaluate own work and make annotations. Teachers should ensure that children are able to talk about their work and evaluate their work and refine their skills. Key art vocabulary should be used in sketch books. Children to comment on their thoughts and feelings about their own art or that of the artist. Children’s comments should state what they like about their work, how it can be improved, what they have learned. Art produced outside of sketch book (sculpture, large scale collage, artwork on display) should be photographed and stuck in.</p>
Review	<p>Pupil conferencing: Class teacher meets with pupils, 1:1 or small groups, to talk to them about their learning in Maths and Writing. Next steps are discussed together.</p>
	<p>Boxes: Teacher draws a box around a section of work which they would like the pupil to review.</p>
	<p>Editing Flap: Children redraft a section of work on a flap of paper and stick it over the original.</p>
	<p>Whole class feedback (before editing): Teacher to sweep the class and create a ‘What went well’ and ‘Even better if’ list. This is shared with children before editing.</p>

Feedback Code

PPP – Child editing

√	Good work
SP	Spelling mistake
CL	Capital letter
FS	Full stop
^	A word has been missed out
↑	A finger space is missing
//	A new paragraph is needed
•	Please check / incorrect
○	Missing punctuation

Pupil can write this symbol underneath an adventurous word which they are not sure about the spelling of:

	Squiggle don't struggle
---	-------------------------

The following codes are to be written at the top of the relevant piece of work next to the success criteria:

TS	Teacher Support given
TAS	Teaching Assistant Support given

Impact

As this is a new approach we will expect to review this policy annually. We will measure the impact of each feedback strategy through staff meetings, book scrutinies, Pupil Voice meetings and via data from Pupil Progress meetings.

We aim to create learners who are resilient, self-reflective and who have good metacognition skills – as a result they will be able to identify their own strengths and be aware of their next steps.

Pupils at Styal Primary School will be able to converse with confidence about their learning styles and the areas which they are working to improve.

Pupils will know that they are working in a climate which regards mistakes as positive learning opportunities.

Policy date: September 2023

Review date: September 2024

Headteacher: Louise Boardman

Chair of Governors: Lee Walsh