



## Hunnyhill Primary School

<b>Date of review</b>	November 2024
<b>Next review Due</b>	November 2026
<b>Staff Responsibility</b>	SLT
<b>Responsibility FGB/Committee</b>	FGB
<b>Signed by Chair of Governors</b>	

### Feedback Policy

#### Aims

Hunnyhill aims to develop positive learning attitudes among all pupils, encouraging perseverance, independence and increasing confidence through acknowledging and building on the child's previous learning experiences. We aim to provide high expectations for all pupils in all areas of our curriculum. The school provides a supportive environment where children feel secure, respected and able to make a valued contribution.

#### Objectives

- To recognise, encourage and reward children's effort and achievement, and to celebrate success
- To provide a meaningful dialogue between adults and children and clear appropriate feedback about strengths and weaknesses in their work
- To improve a child's confidence in reviewing their own work
- To indicate how a piece of work could be improved against success criteria
- To help children develop an awareness of the standards they need to reach in order to achieve outcomes.
- To inform future curriculum planning
- To Monitor the effectiveness of teachers' feedback on pupil progress. The Headteacher, Senior Leadership Team and subject leads will monitor books regularly.

## **Roles and responsibilities**

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across the school.

## **Teaching staff are responsible for:**

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.
- Feedback should be in green ink from teachers.
- Feedback should be in black ink from teaching assistants.
- Use of symbols should be consistent with those outlined below.
- Children should be made aware of what they have done well within the learning journey and should be given the opportunity to respond to feedback.
- Children should be made aware of how to improve and given opportunities to do so.
- Children should be made aware of their position within the learning journey.
- A high standard of presentation should be encouraged.
- Any corrections that have been made by the children should be subsequently marked.
- The teacher and teaching assistants evaluate the impact of the feedback.

## **Expectations**

Teaching staff are expected to:

- Judge whether written or verbal feedback should be given.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Carefully consider how to use purposeful verbal feedback.
- Provide pupils with opportunities to reflect on feedback which also allows them to respond to the feedback and ask questions.
- Remind pupils of their targets or next steps and how these targets or next steps can be achieved.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets.
- Provide positive and pupil-friendly marking and feedback.
- Teacher handwriting must always model as neat, legible and cursive script and in green pen.

Pupils are expected to:

- Try their best with any work they complete, including home learning.
- Ask questions when they do not understand something in lessons.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

### **Workload**

The school understands that providing written marking is a large contributor to the workload of teachers and evidence shows has least impact on learning; therefore, teachers will ensure that their feedback is only done to positively impact upon the progress of a pupil and that written marking will only be done when it impacts on pupil progress.

Teachers will ask themselves the following questions:

- Why am I providing written feedback?
- How will this written feedback be useful to the pupil?

If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the written feedback is necessary.

### **Retrieval Practice**

Our method of ensuring pupils have the opportunities to recall and consolidate previous learning is recorded in books as '4 From Before' (4B4) with their current learning journey.

Children will be asked to recall as a starter to new learning. A question from the last lesson, previous week, previous term and previous year.

**4B4** in books indicates retrieval practice.

## **Feedback**

All teachers will keep in mind a core set of goals when giving feedback. The best outcomes can be achieved by focussing on the following points:

- The individual pupil's abilities and targets/next steps
- The areas a pupil can improve in
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- The individual pupil's level of understanding
- Motivate pupils.
- Address misunderstandings.
- Establish an opportunity to make learning progress, by:
  - Rectifying a misunderstanding.
  - Reinforcing a skill or piece of information.
  - Improving on a pupil's understanding or ability to do something.

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards will be given to pupils in the following ways:

- **Stickers placed on work or pupil jumper**
- **Praise in front of whole class**
- **Celebration on Dojo either class feed to private to Parent/Carer**
- **Verbal praise in a one-to-one setting**
- **Celebration Assembly Certificate**
- **Celebration with SLT**

Child-on-child feedback will only be done at the teacher’s discretion and only with pupils who are expected to learn from the exercise. This is age appropriate and after pupils have been trained/modelled to give peer feedback.

Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder**
- **Scaffold**
- **Example**

### Verbal feedback & Assessment

- Evidence of verbal feedback will be seen in a clear outcome of progression in the pupil’s work.

AS	Adult Supported
AL	Adult Led
PW	Paired Work
CR	Concrete Resources used
GW	Group Work
SP	Spelling Correction <b>Autumn Term:</b> Underline the spelling <b>Spring Term:</b> SP at the beginning of the line <b>Summer Term:</b> SP at the top of the page as most pupils can find and correct spelling. (Depending on pupil need some pupils may still need support of the Autumn or Spring in other terms.)
VF	Verbal Feedback given
Yellow Highlighter	Indicates where a pupil has demonstrated the objective.
Orange dot	Indicates to check again and a correction is to be made.
Purple pen	Pupil polishing pen
Green pen	Teacher feedback

The following letters on pupil work indicate level of learning.

<b>O</b>	On Track
<b>N</b>	Not On Track
<b>E</b>	Exceeding

### Tasks to support feedback

- Cold Tasks – Take place at the start of a learning journey to understand previous learning.
- Hot Tasks – Take place after a unit has been taught to assess learning that has been retained.

Four varied tasks to meet needs and challenge pupils in all subjects.

Mild	Tasks aimed at pupils who are working below the year group curriculum.
Spicy	Scaffolded Tasks
Sizzling	Majority of pupils at ARE
Flaming Hot	Extend / Greater Depth