



Feedback Policy

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Signed: _____ Date: _____

(Chair of Governors/Chair of Responsible Committee)

*County adopted policies only

**We are a community where all are encouraged to prosper and grow.
Everyone matters: Everyone cares**

"God declares, I know you and I have plans for your prosperity and a future filled with hope." Jeremiah 29:11

At Twyford our vision is centred on a commitment to ensure that everyone is given the encouragement and opportunity to succeed. We serve our community by providing an education of the highest quality with the context of Christian belief and practice. We strive to ensure that every child is prepared for the challenges and changes of the future. We take pride in providing strong pastoral support where every child and adult is valued and truly matters.

At Twyford C of E School we believe that feedback is central to teaching and learning and should provide clear and meaningful direction for our children, helping them to believe in themselves, to become more reflective learners and to succeed.

Principles of Effective Feedback

Our feedback policy at Twyford is formulated upon several core beliefs on what makes feedback effective. These are that feedback should:

- be to direct and develop children's learning,
- celebrate children's successes and identify strategies for improvement,
- develop children's self-esteem and motivation to succeed,
- be clear, concise and accessible to the children according to age and ability,
- be close in time to the point of learning as feedback is likely to be more effective,
- allow sufficient time for children to reflect on and respond to feedback,
- help children to develop their self and peer assessment skills,
- be manageable for school staff, its impact carefully considered,
- be given consistently across the school.

Forms of Feedback

Feedback should be given in some form for all work children produce. Feedback can vary greatly; however, it tends to take one of three main forms:

1. *Instant feedback.* This feedback is given immediately, as children are learning and working.
2. *Summary feedback.* This feedback is given at the end of tasks or lessons.
3. *Delayed feedback.* This feedback is given at a later time to the point of teaching and learning.

These forms of feedback should be prioritised in the order they are listed above. The value and impact of feedback improves significantly based on how soon it is given after learning takes place. Brief, instant feedback within a lesson that guides a child on how to improve is likely to be more effective than a comprehensive paragraph of written feedback the child receives the following week.

Form of feedback	Approaches
<i>Instant</i>	<ul style="list-style-type: none"> • Verbal feedback to children's verbal or written responses, • Individual or group guidance provided by a teacher or teaching assistant, • Written annotations and highlighting to redirect, refocus and challenge, • Mini-plenaries to share feedback with the class.
<i>Summary</i>	<ul style="list-style-type: none"> • Verbal feedback at the end of tasks or lessons, often given to groups or the whole class, • Self or peer assessment by the children, • Evaluation of the learning that has taken place.
<i>Delayed</i>	<ul style="list-style-type: none"> • Verbal feedback given individually, to groups or the whole class in subsequent lessons, • Written feedback in the form of annotations and comments in books, reviewed by the children in subsequent lessons, • The adaptation of lessons in response to performance in previous lessons.

General Feedback Practice

It is important that the feedback policy is applied consistently across the school and in all subject areas. At Twyford C of E School we implement the following feedback strategies:

- Feedback should be given as soon as possible after learning takes place,
- Opportunities for self and peer assessment should be provided regularly,
- All staff should be involved in the process of giving feedback,
- Written feedback should be neat, modelling the standards of handwriting expected of the children,
- Teachers should use the following colour coding when giving written feedback:
 - **Green pen** should be used for all written comments,
 - **Yellow highlighting** should be used to show achievement of learning objectives,
 - **Gold pen** should be used in lieu of green pen for work of exceptional quality,
- Support staff and staff other than the class teacher should include initials after written comments,
- Children should respond to feedback and complete peer assessment in **purple pencil or pen**,
- Children should develop their written responses to feedback beyond a single word response,
- Children's written responses to feedback should be acknowledged by a member of staff with a tick,
- Senior leaders will review books from each class weekly and use **blue pen** for all written comments.

Written Feedback Guidance

Instant written feedback should be given by the teacher or support staff within lessons, whether working with a group of children or circulating the classroom to provide feedback for individuals.

- Staff should carry green pens and yellow highlighters so they can readily give instant feedback,
- Verbal feedback on the children's writing should be given initially,
- Verbal feedback should be followed up with clear and concise written annotations or highlighting,
- Key words and prompts should be written in the margin or next to the children's writing,
- Annotations made within lessons should be labelled with a circled V (verbal feedback),
- Children's responses to instant feedback should be acknowledged by the teacher or support staff.

Delayed written feedback should be clear, concise, purposeful and appropriate for the age and ability of the children.

- Written feedback should, as often as possible, begin with a positive comment,


- Written feedback should provide clear suggestions for how the children's work could be improved,
- Key spelling errors in children's work should be identified, and children should be provided with time to practise their misspelt words by writing them out three times.

Mathematics Feedback Guidance

Instant and delayed written feedback on mathematics work should be clear, concise and focus on identifying errors and deepening mathematical understanding.

- Regular opportunities should be provided within lessons for children to self-assess their work, allowing them to identify errors, address misconceptions or reselect their level of challenge,
- Where applicable, annotations should detail the support given to children,
- Errors should be identified and prompts given for children to make corrections as part of their response to feedback,
- Verbal and written feedback should encourage children to deepen their understanding of mathematical concepts through effective prompts and questioning.

Written Feedback Key

Symbol	Meaning
✓	Use ticks throughout the children's work to show strengths. Annotate with key words where appropriate to clarify meaning (e.g. <i>adver✓al</i>).
	Highlight direct examples of the learning objective or success criteria being achieved.
•	Use dots to indicate incorrect answers.
→	Use arrows to indicate a response is required. For example, to introduce constructive written feedback or to show recalculation is needed.
Ⓥ	Verbal feedback given.
Ⓢ	Independent work.
?	Sense error. Children to read their work carefully to check for mistakes.

ABC	Capital letter error.
Sp	Spelling error. Children to write the correct spelling three times at the end of their work.
P	Punctuation error.
//	New paragraph.
U	Underline.