Feedback Policy

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Name of Responsible Committee	Curriculum
Ratification Date	
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Signed: _____ Date:_____

(Chair of Governors/Chair of Responsible Committee)

County adopted policies only

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. *Live marking*. This feedback is given immediately, as children are learning and working.
2. *Summary*. This feedback is given at the end of tasks or lessons.
3. *Delayed*. 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
Live Marking	- 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.
Summary	- 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.
Delayed	- 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 by teachers and support staff for all written comments,
  - **Green highlighting** should be used to show achievement of learning objectives,
  - **Pink highlighting** should be used to show where something is missing or needs to be checked,
- 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,

Written Feedback Guidance

Live marking 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 green 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,
- Annotations made within lessons should be labelled with a circled V (verbal feedback),
- Children's responses to feedback should be acknowledged by the teacher or support staff.
- Children's responses to feedback should show improvement and evidence that learning has moved forward

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. Teachers and support staff should consider whether the correct spelling should be given to the child or whether the child should find that spelling for themselves. All children should then correct within their written work and practise their misspelt words by writing them out three times.

Mathematics Feedback Guidance

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.

RAP Time (Respond And Progress)

- RAP time should be given at the start of every lesson for children to respond to any feedback from the previous lessons work.
- In the event that no response is required, the child should have a short task or activity to complete to consolidate or move learning forward from the previous lesson.

Written Feedback Key

Symbol	Meaning
✓	Use ticks throughout the children's work to show strengths.
▬	Highlight direct examples of the learning objective or success criteria being achieved.
▬	Highlight where something is missing or needs to be checked/improved.
•	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.
Ⓢ	Support given.