



Long Lawford Primary School Feedback Policy

Rationale

Long Lawford Primary School is committed to providing relevant and timely feedback to pupils both orally and in writing. Feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning intention has been understood and applied.

As a school we recognise that *'the only thing that matters about feedback is what students do with it.'*
(Dylan Wiliam)

Aims

We believe that three principles underpin effective marking: it should be meaningful, manageable and motivating. Marking practice too often responds to myths and fads, rather than focusing on these principles. (See **Eliminating unnecessary workload around marking Report of the Independent Teacher Workload Review Group, March 2016.**)

Purposes of Feedback

- To help pupils make progress
- To provide strategies for pupils to improve
- To show children that their learning is valued
- To give pupils dedicated time to reflect upon their learning and put in effort to make improvement
- For children to know how well they have done and what they need to do next
- To encourage a dialogue to develop between pupil and teacher
- To encourage pupils to have a sense of pride in their learning
- To improve children's confidence in reviewing their own work and setting future targets by indicating the next steps in learning.
- To indicate how a piece of work can be corrected or improved against assessment criteria.
- To aid curriculum planning, identifying pupils who need additional work or more of a challenge.
- To help pupils develop an awareness of the standards they need to reach.

Principles of Feedback at Long Lawford Primary School



For children to develop as independent learners, with an awareness of their own strengths as well as areas for development (learning targets) it is essential that:

1. Feedback is timely and responds to the needs of the individual pupil so that they can actively engage with the feedback
2. They are made aware of the learning intentions of tasks or lessons and of the criteria against which their work will be assessed.
3. The learning needs of individual children are understood and learning is matched and marked appropriately.
4. Where appropriate feedback is linked directly to learning targets.
5. Children will be given the opportunity to assess their own learning and progress through self-assessment.
6. Children are given dedicated time to reflect on the feedback and use it to improve or modify their work.

Quality Feedback

Feedback can take different forms: peer, self, teacher marking or verbal. **Effective teachers use a combination of these, choosing the best form as appropriate to the learning.** The best feedback, whether written or verbal, gives pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

Immediate feedback is the most effective form of feedback and is therefore more likely to be verbal rather than written.

Feedback should:

- Refer to the learning intention of the task.
- Form the basis of a discussion between teacher and child e.g. set and review targets.
- Be oral or written, formal and informal.
- Given on an individual or group basis.

Verbal Feedback

Verbal feedback is the most powerful and has maximum impact when pointing out successes and improvement needs against the learning intention. Verbal feedback is usually interactive and developmental. It gives reassurance or a quick check on progress. The effect of a teacher's comment will be seen in a child's response in moving on to the next learning step.

Success criteria checklists



Success criteria checklists can be used in all subjects and include columns for self / peer assessment and teacher assessment. These should be differentiated with pupils in upper Key Stage 2 encouraged to devise their own success criteria with support. Peer feedback is very effective, but needs to be rigorously structured and modeled by teaching staff. Pupils need to well-trained over time to effectively peer assess one another.

Written Feedback

Written feedback should be:

- Selective, targeted and use precise language
- Legible and clear in meaning.
- Be written in Pink (tickled pink) and Green (green for growth).
- Follow and use our feedback codes.
- Developmental – children should find out how they are getting on and what the next learning step will be.
- Children will be given time during the school day for ‘Improvement and Reflection’ time.

We expect to see

At Long Lawford Primary School we expect teaching staff to:

- Use the most appropriate form of feedback for learning.
- Prioritise immediate and verbal feedback.
- Ensure that ALL feedback helps the child with their learning.

We do not expect to see

At Long Lawford Primary School we **do not** expect teaching staff to:

- Write at length in response to children’s learning.
- Provide a ‘mark’ or written feedback for every piece of learning.
- Use stamps such as ‘Verbal feedback’.
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What does it mean?

The Long Lawford Written Feedback Scheme

	<p>A tick in PINK and or underlined -You have answered the question well or used a good word or phrase.</p>
<p><u>wen</u> <u>Sp</u></p>	<p>A word underlined in GREEN and SP in column - A spelling mistake. If it is an unusual word it may be written for you, if it isn't you must correct it yourself.</p>
<p>(tom</p>	<p>A circled letter You have used a capital letter in the wrong place or missed one out.</p>
<p>I was going</p>	<p>A wobbly underline in GREEN ~~~~~ This doesn't sound right! Your grammar needs correcting or choose a better word.</p>
<p>I singing</p>	<p>An omission sign You have missed a word out. Put it in, above the arrow.</p>
<p>?</p>	<p>A question mark in GREEN -You have missed out a date or title or not underlined them check!</p>
<p>▪</p>	<p>GREEN dot -This means this learning is not correct</p>