



# FEEDBACK POLICY



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*"Small school, big hearts.  
Wise, responsible, kind like the Good Samaritan."*

### **Our Mission Statement**

**We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.**

### **Our Vision**

**Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we would want to be loved is upmost for happy, healthy lives.**

### **Values**

**Wise** - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

**Responsible** – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

**Kind** - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

### **Curriculum Intent**

Our curriculum is designed around our Christian values. Each term, we focus on 3 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver knowledge rich, sequential learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.



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**A learner's book should show obvious progress as it moves through – this happens as a result of good feedback.**

## **Rationale**

At Buckland School we believe that feedback to learners is the essential tool which helps them evaluate their work and be clear about the next steps towards improvements. It can take a range of forms – verbal or written and includes self and peer assessment as well as teacher feedback. For feedback to be effective it needs to be given against a clearly defined learning objective with specific success criteria. Both staff and children need to be clear about these from the outset. Children need to be involved in their feedback as much as possible in order to take responsibility and time needs to be given for them to follow up and action advice.

### **Purposes of feedback – to help pupils make progress...**

- To inform the child of their progress and next steps.
- To value the child and put him / her at the centre of his / her learning journey.
- To inform the teacher about levels of attainment, in order to allow effective future planning.
- To allow for self-assessment where the child can recognise their own successes and areas for development.
- To help pupils know and recognise the standards to aim for.
- To give both the teacher and pupils time to review and reflect on pupils' performance and progress
- For pupils to learn self-assessment techniques to discover areas they need to improve
- For pupils to learn from the process of peer assessment.
- To recognise that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment and feedback techniques.

## **Types of Feedback**

Throughout the week staff plan a range of assessment strategies into lessons. The method chosen will be appropriate for the type of work and will give children the opportunity to experience different types of assessment.

### **1. Teacher Assessment (TA)**

Verbal feedback in lessons is the most effective tool for directing learning. This feedback is dynamic, immediate, personal and given directly to the child. Verbal feedback can also take place the next day or the following week. It can be an informal conversation or part of a more scheduled, formal learning discussion with the pupil. At times, children are encouraged to record feedback in their book so that there is a written record. Writing down the advice they have been given ensures the learner owns the feedback and understands it in their own words. This is more powerful than the teacher writing it. When verbal feedback is given can be marked with a V symbol in a circle in the child's book.

When written feedback is given by a member of staff it is written in blue ink and initialed. Staff endeavour to use cursive script which the children are taught and ensure their writing is legible. Written feedback, just like verbal, takes two forms:

**a) A positive celebration with a tick and on some occasions, next steps advice with an arrow**

Feedback may relate to the success criteria for the piece of work or to learning targets for each specific child.

In Maths incorrect answers are shown with the use of dots rather than crosses, to ensure the child's efforts are valued and self-confidence is kept intact. Children are trained to use marking stations and calculators to check their work and then correct it in the lesson. Thinking about why an answer is incorrect is a powerful way of learning.

Teachers award house-points for work which exceeds what the child would normally do.

**b) Peer assessment (PA)**

Peer assessment can be effective because pupils can clarify their own ideas and understanding of both the knowledge objective and the success criteria while analysing other pupils' work. Pupils are often prepared to accept the advice of their peers willingly.

Peer assessment must be managed carefully and staff ensure that children are trained in how to give positive feedback as well as providing useful next steps that relate to the knowledge objective.

When a piece of work has been peer marked, the child providing feedback will sign PA underneath in a pencil or green pen.

Staff may tick and initial underneath PA and may add their own feedback in addition.

## **2. Self-assessment (SA)**

Self-assessment is an important tool for learners. It helps pupils understand how to assess their current knowledge and the gaps in it and they gain a clearer idea of how they can help themselves progress. Self-assessment refers to the specific success criteria for the lesson.

Self-assessment will be identified as 'SA' underneath the piece of work in purple pen which is also used for editing.

Staff may tick and initial underneath SA and may add their own feedback in addition.

In addition to this detailed self-assessment many children also like to traffic light or score their work to give a basic understanding of how well they think they have performed in the task. **Effort grades are also a useful tool for encouraging pupil reflection.**

Thumbs up and down is a strategy which is used in the early stages of modeling self-assessment in the Foundation stage. It is accompanied by the teacher encouraging children to give reasons for their assessments.

### 3. Success Criteria

Success criteria are set for some lessons, sometimes by the teacher or pupils themselves. Some success criteria are on-going and displayed in classrooms for daily / weekly use. We recognise that it is only with these clear success criteria that pupils will be able to take part in assessment activities which effectively move their learning on.

**At the beginning of the year staff take the time to demonstrate how self and peer assessment is carried out. Examples of pupil's work are marked as a class, or in guided group work in order for children to develop their skills in this area. As children move through our school, assessment skills develop and children become increasingly more detailed in their feedback. These skills begin through oral feedback and modeling in the Foundation Stage.**

### 4. Frequency

Feedback is given in an appropriate way for the task as soon as possible after work has been completed. We recognise the need to value children's achievements. Teachers will always read children's work the same day and when written feedback is not necessary, they will tick and initial to show they are aware of what the child has done. This informs teachers of how to take learning forward the next day – for individuals, groups and sometimes the whole class. A full understanding of what children have done in a lesson, informs planning for the next day.

### 5. Support Staff

Teaching assistants are encouraged to provide continual feedback to pupils whilst they are working with them – to praise strengths and encourage attention to next steps. This is most often verbal but can also be written. Support staff also discuss children's work with class teachers to ensure a full picture of each child's achievements and difficulties.

### 6. Actioning feedback

Children are given time in following lessons to action the advice that has been given to them and to improve their work. When children have actioned their feedback they initial and tick it as a record. Teachers are aware of the need to check pupils have acted on feedback and improved their work.

### 7. Monitoring

This policy is monitored throughout school by the Headteacher and subject coordinators via workbook scrutiny and classroom observation. We know the policy is working when pupils make good or better progress, are proud, can discuss their learning and are seen to take advice.