The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth

Together for a Brighter Future

FEEDBACK

A STATEMENT OF POLICY

Approved by	**SH & TG**
Portfolio	**Standards**
Approved on	**Autumn 26**
Review date	**Autumn 27**
Review Cycle	**1 Year**
Policy Type	**Non Statutory**
Ratified/FGM Date	

Signed _____**Date** _____

Feedback Policy

Introduction
This policy aims to give all members of the Federation clear guidance with regard the rationale, principles, strategies and expectations of effective feedback at The Federation of the Church Schools of Freshwater & Yarmouth and Shalfleet.

Rationale
The Federation of the Church Schools of Freshwater & Yarmouth and Shalfleet is committed to providing relevant and timely feedback to pupils. The way we deliver feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas of lack of understanding, identifying next steps and evaluating how well the learning task has been understood. Feedback should be tailored to the learner and acknowledge steps to help them progress whether through extension or support. The learner is actively involved in the process either verbally or in writing. Research by the EEF has shown that feedback is a hugely important factor in pupil learning when delivered effectively, so this policy is crucial in raising pupil attainment. Evidence also shows that pupils benefit from feedback most when they are guided to reflect on specific areas of their work, rather than simply being told where they have made errors.

At The Federation of the Church Schools of Freshwater & Yarmouth and Shalfleet, we aim to:

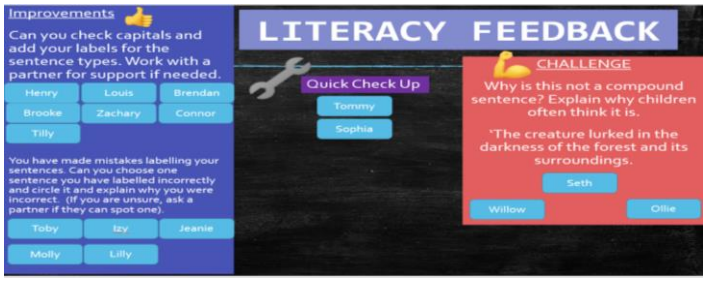
- Use feedback to benefit pupils
- Provide consistency and continuity in how feedback is delivered throughout the schools so that children are used to consistent methods across the federation.
- Use the feedback system as a tool for formative ongoing assessment and to impact on planning of next steps.
- Give students greater autonomy over their own work.
- Improve standards by encouraging children to give their best and think deeply about their work.
- Develop children's self-esteem through praise and valuing their achievements
- Value the importance of reactive verbal feedback during lessons.
- Develop progress through reflecting on mistakes and allowing the children to unpick these for greater understanding and effective learning.

Principles
Effective feedback should:
- Be manageable for staff
- Inform the next steps for children
- Be focused on the learning objective/success criteria for the lesson
- Forms part of daily lesson structures
- Aim to re-teach, consolidate and extend children
- Be adapted to the relevant age group (verbally delivered for younger children)
- Gives children autonomy over their work
- Involve self-reflection and peer-reflection.
- Be visible in all subjects

In the majority of subjects, where appropriate we:
- Give clear guidance for reflection.
- Plan for feedback response time.
- Involve all children in the same marking process to ensure equity across subjects and abilities.
- Relate feedback to the learning objective and success criteria of the lesson.
- All (teachers and HLTAs) follow the feedback policy across the schools.
- Positively enhance pupil progress.

This will be achieved by:

- Teachers monitoring children through lessons using effective AFL strategies.
- Giving verbal feedback throughout the lesson, with children making amendments in purple pen/pencil to show their reflection.
- Teachers reviewing all books/work at the end of the lesson.
- Using a PPT slide (varying in presentation according to year group and subject), teachers will create feedback questions around recapping with the children, consolidating learning and challenging them further. These will include self and peer feedback opportunities.
- **Re-teaching** key teaching points to children who have struggled with the learning objective.
- **Consolidating** learning by challenging children to spot their mistakes and reflect on improving theirs, or a peer's, work.
- **Extending** learning by encouraging children to use their confidence with the learning objective in a less familiar, challenging circumstance.
- Combining the PPT slide with verbal feedback for younger children in KS1 and KS2.
- Beginning the next lesson with the feedback time built in for children to respond to in purple pen (if required)
- Assigning relevant feedback based off of the learning of the children in class. (See example below).
- Varying feedback according to each lesson (core and foundation).





Spelling/Phonics

- Spelling feedback should be focused to no more than 5 spellings per piece of work (depending on length).
- The spellings should be highlighted in orange.
- Where possible, the spellings should link to focus spelling rules or subject specific vocabulary.
- Spelling feedback is not necessary in every piece of work.
- Children should not have these directly corrected for them (though can be verbally supported).
- Children will have access to resources (spelling journals, working walls, dictionaries) that enable them to make the corrections.

Longer pieces of writing

Research shows that written marking can be impactful when used in a purposeful and manageable way for the children. Keeping feedback focused on specific objectives helps guide children to be reflective on their writing. For written feedback on longer writing the following principles are used:

- Spellings should still not be too frequently highlighted (refer to previous section).
- Feedback on the work itself is focused for the class's specific learning journey and offers reflection on this. E.g. in KS1 it might be capital letters for names. KS2 it might be speech punctuation.
- The comment left at the end of the write should be related to the purpose of the writing, ask them a question to reflect on. E.g. in KS1 you might ask the class – Underline your favourite description of the character. In KS2 you might ask the child – Where could it become hard to recognise who is speaking in your writing and why?

Monitoring

Marking and Feedback will be monitored through the review of the FDP, by the Leadership Team and through the regular Curriculum Lead Monitoring by looking at the pupils' progress through children's books and seeing clear evidence of feedback through the use of the children's purple pen/pencil use. The quality of the feedback questions will also be monitored, ensuring an appropriate level