

Parkside Academy Effective Feedback Policy. September 2023

Introduction

At Parkside Academy we lay the foundations for effective feedback with high quality teaching. We are committed to a positive and appropriately timed approach when providing feedback on children's learning and providing effective feedback, where children's achievements are praised and valued whilst focusing on moving learning forward. The marking and subsequent feedback of children's work offers the opportunity to celebrate achievement, identify areas for development and learning and set future targets. We feel it is important that our methods are accessible to children and ensure they are also involved in the process. We carefully plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

Feedback can be verbal, written and part verbal /part written. Learning is most successful when teacher and pupils are clear about the objectives of a particular piece of learning and feedback can then advise the pupil how well they have done and what they need to improve on. Feedback involves ongoing assessment, feedback to learners and record keeping for teachers.

All teaching staff have been involved in the development of this policy and non-teaching staff have been consulted and advised about its content. As a result of this policy there will be greater consistency in the way that children's learning is assessed, how feedback is delivered and the involvement of children in the feedback and assessment process across the school

Purpose of Effective Feedback:

It is vital that teachers, teaching assistants, parents and children should understand the purpose of feedback.

They should:

- Be focused on enhancing learning.
- Help pupils to become better learners by providing them with feedback, giving a clear picture about what they have done well and what they need to develop to move learning forward.
- Act as a check to keep track of work and see if pupils have improved on their former learning.
- Raise attainment in school, as pupils become better learners.
- Be Used for formative assessment to feed into learning and teaching.
- Be Time-efficient and manageable

The best practice in feedback will be built on high quality instruction and closely linked to clear objectives. However, teachers should look out for opportunities to recognise and celebrate unexpected learning.

How we provide feedback on children's learning:

We use a range of feedback types including; Coded marking, one-to-one/group conversations, live marking (during a lesson), whole class feedback discussions and book study (where pupils look back over their work in a group with their books and discuss learning and progress)

The following agreed procedures for providing feedback on children's learning will be implemented by all staff:

- The feedback of children's learning can be verbal, written or part verbal /part written.

- We set clear learning intentions and success criteria (which feedback will aim towards) ensuring clarification, sharing and understanding with and by all pupils.
- Children may receive feedback on their learning during a lesson 'live marking' or after and whenever possible, with the child/children. This might be individually, as a group or during a whole class feedback session.
- Written comments should provide task, subject and self-regulation feedback. They should be done in green pen and staff must present their comments neatly, concisely and clearly following our agreed handwriting policy.
- In literacy feedback is given against clear success criteria with 2 areas of strength highlighted by a star (Two stars) and an area for improvement highlighted by a magic wand (a wish). A comment should be made (written or verbal) which indicates how the work could be strengthened. This is so that the child understands to what degree he or she has been successful and then, importantly, how they can move their learning on. We will use purple and yellow highlighters to link the stars and green highlighter to link the wish to the child's work.
- In numeracy we will use a tick if the answer is correct and a dot if it is incorrect and needs another go, encouraging children to check their answers once completed (self-regulation).
- In Foundation Subjects we use colour coding to support written feedback. A coloured dot is placed to the left of the title of the piece of work,
- Children require time to act upon these comments or to make their own improvements.
- In other subject areas feedback should be made in relation to identified learning objectives and success criteria.
- Children should be empowered to assess and provide feedback to improve their own learning and that of their peers through extensive modelling, discussion and comparison of quality.
- The use of personal and layered targets will provide opportunity for children to be involved in the feedback process and to be able to identify their own route to improving their work.
- The use of smiley faces, stamps and other rewards should be at the teacher's discretion.
- Positive public feedback to children concerning learning will be given in the class and may also occur in Friday's Celebration Assembly, and work of the half term assemblies. Children may also show their learning to the Headteacher or another teacher in order to acknowledge special effort.



We ensure that our feedback policy is implemented fairly and effectively regardless of gender, ethnicity and Special Educational Needs.

Monitoring and review:

The senior leadership team and subject leaders will be responsible for monitoring the implementation of this policy through book sampling and pupil interviews. The desired outcomes of this policy are improvement in children's learning and the raising of standards across the curriculum.

This policy will be reviewed: September 2024

Agreed by Staff: 18/9/23 Signed:  (Headteacher)

Agreed by governing body:

Date _____ Signed : _____ (Chair of Governors)