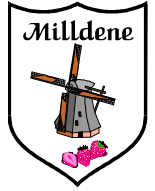# MILLDENE PRIMARY SCHOOL

EFFECTIVE FEEDBACK POLICY

Introduction

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations for effective feedback at Milldene Primary School. This policy should be read in conjunction with our other policies:

- Subject policies
- Special Educational Needs
- Assessment

Our Rationale

Milldene Primary School is committed to providing specific, useful and timely feedback to pupils in a variety of ways. We believe that feedback should be used to celebrate learning, progress, effort and effectively used strategies and that it should identify areas for development that encourage thinking, the application of skills and knowledge and the ability to apply learning to a variety of contexts and problems though challenges. Feedback must be given according to the pupils' individual needs and next steps and ways to improve and enhance completed work may be identified in order to develop understanding.

**Our Aims -** At Milldene Primary School, we aim to:

- Provide consistency and continuity in feedback throughout the school so that pupils have a clear understanding of what they have done well and how they can improve.
- Use feedback as a tool for informing future learning.
- Ensure that all pupils know how to improve their skills and know the progress they have made.
- Ensure that all pupils understand the impact of practice, effort and feedback on their progress.
- Enable pupils to discuss their learning with adults and their peers.
- Enable the pupils to develop a sense of ownership and responsibility for their learning.

**Principles of Effective Feedback -** At Milldene Primary School, you will see:

- A range of feedback strategies used to enhance learning (see Appendix 1).
- Written feedback given in handwriting that is legible and a model for the pupil.
- Time given to pupils to read, reflect and respond to feedback.
- All adults in the classroom involved in feedback.
- Peer feedback discussions.
- Feedback given at any time during the learning sessions so that the impact is immediate.
- Feedback strategies used across all subjects.
- Consistent use of feedback codes by both adults and children – E.g. VF (verbal feedback), SCT (support class teacher), SLSA (support learning support assistant).

| This policy was originally created:	April 2015
This policy was last amended	July 2022
The policy was last reviewed and adopted by the Full Governing Body on:	July 2022
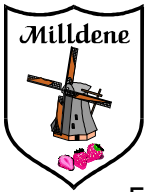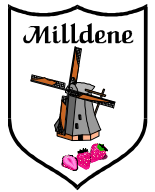
Feedback strategies include:

1. **Verbal Feedback**

   Verbal feedback and discussion between adult and child can take place before, during or after a learning session and in any subject area. It is important that during discussions successes are celebrated prior to development areas. The feedback should enable the child to 'think' and then 'do' and may vary between advice, reminders and challenges. Verbal feedback should be recorded using the initials VF and the adult's initials at the point of intervention and, where appropriate, the child should write a summary of the discussion.
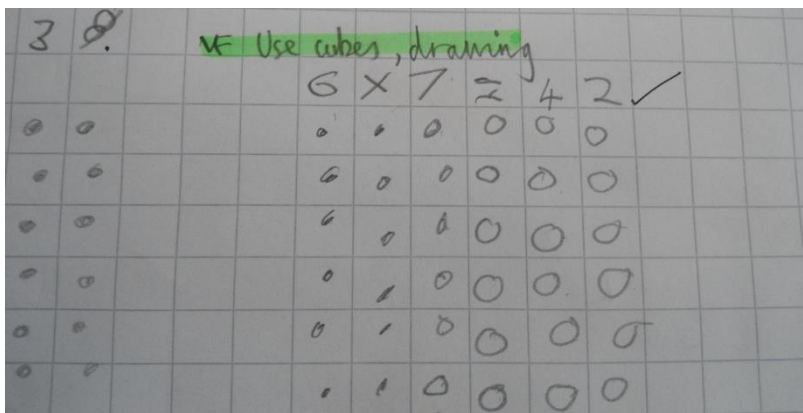
2. **Self Assessment**

   The children will be encouraged to self assess their own work in order to identify successes and areas for improvement. Self assessment toolkits may be used in any subject and should be differentiated, where appropriate, to meet the individual needs of a child. The following format may be used:

   - Examples from the toolkit underlined/colour coded in their work.
   - Comments highlighting success and areas for improvement.
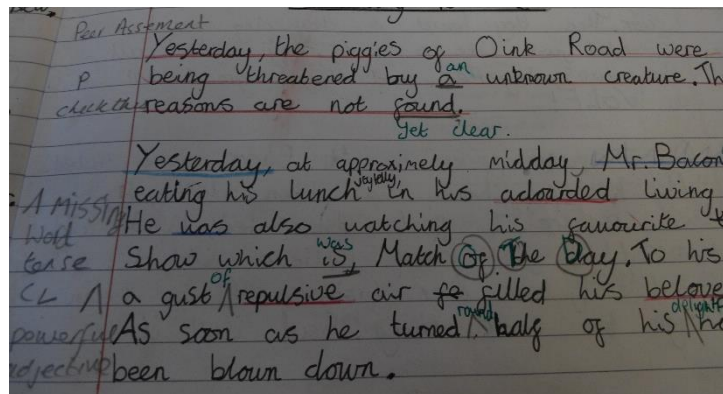   - Green polishing to improve work.
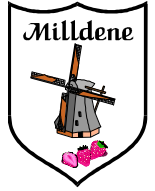
3. Peer Assessment

Verbal feedback and discussion between child and child can take place before, during or after a learning session and in any subject area. It is important that during discussions successes and development areas are discussed. The children will receive modelled expectations on how to conduct a peer feedback session and the following format may be used:

- One child will read/show/discuss work whilst the other shuts their book.
- They will discuss what they like about their peer's work and then discuss areas for improvement which, where appropriate, will relate to the learning objective.
- Notes may be made in the margin of the relevant work which may be written by either child.
- After discussions, a comment may be agreed upon identifying successes and an area to improve. Improvements should be constructive, specific and useful.
- The child will respond to comments and edit and improve their work accordingly using a green polishing pen.

4. Quality Feedback Comments

Often, it will be appropriate for an adult to give written feedback to a child and this will generally occur after the learning has taken place. This feedback must be timely, appropriate and relevant in order to enhance progress and may include: successes, areas for development, questions and challenges. Where appropriate, marking will link to the learning objective. Quality feedback comments may include:

- Examples of successes highlighted in green and praise given for strategies used.
- Areas to encourage thinking highlighted in pink.
- Scaffold prompts.
- Adult written examples. E.g. underline the one appropriate adverb in the sentence.
- Challenges
- Deep Dive questions
- Open ended questions to provoke thinking.
- Secretarial codes e.g. SP for spelling.
- Responses addressing the feedback written by the child in green pen.