



## **Effective Feedback Policy**

### **Introduction**

Previously entitled 'Policy for Marking Children's Work', this policy has been adapted in order to include a wider range of necessary aspects. Marking of children's books is only one way of providing feedback; the success of which is more notable within Key Stage 2. The change in policy will provide guidance on how to use formative and summative assessment more effectively in order for children across the school to make continued progress.

At Elliott Park School, we believe that teachers should provide constructive feedback to every child, focusing on success and improvement needs. This will enable children to become reflective learners and help them to close the gap between current and desired performance.

We believe that feedback should:

- be focussed on the aim to further children's learning
- give recognition and appropriate praise for achievement
- be seen by children as positive in improving their learning
- be manageable for teachers
- relate to the Learning Objective of the session, which should be shared with the children
- give children opportunities to become aware of and to reflect on their own learning needs
- respond to individual learning needs
- inform future planning and teaching

The aims set out above do not indicate a requirement to record these and as such, teachers should judge how best to deliver feedback, appropriate to the session taught, the children involved and the nature of the feedback.

### **How Feedback is Given**

Research conducted by the Education Endowment Foundation has guided our aims with regard to providing effective feedback.

Feedback can occur in a number of different ways. It can be oral with an individual, group or whole class. It can also take the form of a written comment. We believe that feedback can be given in three different ways.

#### **Immediate**

Immediate feedback is given at the time of teaching and can be observed during any session. This is instinctively done by teachers and often not given enough credit. To respond immediately to children's queries and address misconceptions is crucial in supporting a child's developing knowledge and understanding.

## Effective Feedback Policy

### **Summary**

Summary feedback will usually take place at the end of a task/lesson or a string of lesson, in order to recap taught subjects. This allows children to demonstrate a deeper understanding of the broader aspects of a topic.

### **Review**

Review feedback occurs away from the point of teaching and often takes the form of written marking. The time delay noted here can be detrimental to children making maximum progress.

### **Evidence of feedback**

Previously, marking children's work was the favoured method of producing evidence of feedback. Unfortunately, the comments made a child's book do not sufficiently achieve the aims we are working towards with regard to assessing pupils and promoting progress. Evidence of the effective feedback can be gained from looking at a number of aspects of practice such as:

- Lesson observations
- Discussions during Pupils Progress Meetings
- Adaptations made to planning and sessions taught
- Informal professional dialogue
- Annotations on lesson plans or evaluations
- Core subject tracking grids available for pupils

### **Supporting teachers in providing effective feedback**

In allowing teachers to select appropriate methods for providing feedback, reduces workload and pressure in providing unnecessary or ineffective written evidence.

In order to guide teachers in developing the most effective thought process with regards to the planning, teaching and assessment cycle, we have introduced a combined planning and reflective review sheet (Appendix I).

This can be used in all subjects in order to analyse progress and make appropriate plans to further learning for all class members relevant to their individual needs.

The only requirement regarding notes made by teachers on the review sheet is that they are meaningful and acted upon. This ensures the cycle is continuous and progress is ongoing.

### **Policy Adoption, Monitoring and Review**

This policy was considered and adopted by the Assessment Coordinator.

Please read this in conjunction with the Assessment Policy and Assessment Flowchart (Appendix II) to see how marking fits into the broader aspects of assessment.

The Assessment Coordinator will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to assess children.



## Effective Feedback Policy

Subject - Week beginning:														
Monday			Tuesday			Wednesday			Thursday			Friday		
LO/Notes:			LO/Notes:			LO/Notes:			LO/Notes:			LO/Notes:		
<i>Differentiation:</i>			<i>Differentiation:</i>			<i>Differentiation:</i>			<i>Differentiation:</i>			<i>Differentiation:</i>		
Reflection:			Reflection:			Reflection:			Reflection:			Reflection:		
<u>Emerging</u>	<u>Expected</u>	<u>Exceeding</u>	<u>Emerging</u>	<u>Expected</u>	<u>Exceeding</u>	<u>Emerging</u>	<u>Expected</u>	<u>Exceeding</u>	<u>Emerging</u>	<u>Expected</u>	<u>Exceeding</u>	<u>Emerging</u>	<u>Expected</u>	<u>Exceeding</u>
<i>Next Steps:</i>			<i>Next Steps:</i>			<i>Next Steps:</i>			<i>Next Steps:</i>			<i>Next Steps:</i>		
Subject - Week beginning :														
Monday			Tuesday			Wednesday			Thursday			Friday		
LO/Notes:			LO/Notes:			LO/Notes:			LO/Notes:			LO/Notes:		
<i>Differentiation:</i>			<i>Differentiation:</i>			<i>Differentiation:</i>			<i>Differentiation:</i>			<i>Differentiation:</i>		
Reflection:			Reflection:			Reflection:			Reflection:			Reflection:		
<u>Emerging</u>	<u>Expected</u>	<u>Exceeding</u>	<u>Emerging</u>	<u>Expected</u>	<u>Exceeding</u>	<u>Emerging</u>	<u>Expected</u>	<u>Exceeding</u>	<u>Emerging</u>	<u>Expected</u>	<u>Exceeding</u>	<u>Emerging</u>	<u>Expected</u>	<u>Exceeding</u>
<i>Next Steps:</i>			<i>Next Steps:</i>			<i>Next Steps:</i>			<i>Next Steps:</i>			<i>Next Steps:</i>		

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**KS1/KS2 Core Subjects Assessment Flow Chart  
(to be repeated each term)**

