

Feedback Policy 2022 – 2023

Introduction

This Policy outlines the purpose, nature and management of feedback at Neston Primary School. Feedback plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at Neston and enables teachers to deliver education that best suits the needs of their pupils.

"The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor."

Dylan William

Intent (Our Aims)

- To support pupil progress
- To build on learning
- To addresses misunderstandings
- To close the gap

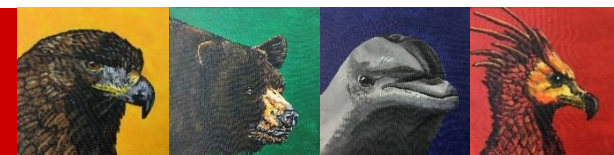
Implementation (How we will do it)

1. Any written feedback will be 'live' – completed by the teacher or TA with the child during the session.
2. Children will 'purple polish' their work. Children are encouraged to make age-appropriate editorial changes to their work e.g. spellings or punctuation using a purple pen so this process is clear to children and adults.
3. Books will be skimmed by teachers and/or TAs following an activity. This will enable them to identify the following in a timely manner, which will be recorded on the whole class feedback sheet:
 - Next steps in learning
 - Opportunities for guided practice
 - Misconceptions/errors
 - Relearning
 - Individuals needing further support
 - Examples of good practice to share with the class

Impact

We use both formative, including the use of questioning and knowledge organisers, and summative assessment in our lessons. Recording on the whole class feedback sheet will inform teachers' and children's next steps. Staff use this information to inform their short-term planning and short-term interventions. This helps us provide the best possible support for all of our pupils, including providing greater challenge when necessary. Regular monitoring of feedback sheets and planning folders will show that children are making rapid progress from starting points. Lesson visits will show that teaching has been adapted and is based on needs of the children.

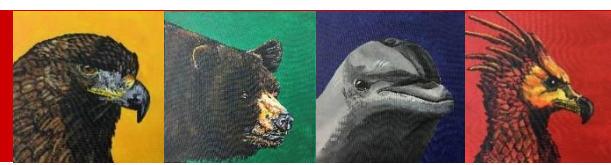
The assessment endpoints for each phase have been carefully mapped out and further broken down for each year group. This means that skills across all subjects are progressive and build year on year. Children in Foundation Stage are assessed within the EYFS framework.



Appendix 1

Whole Class Feedback

Class:	Subject:	Date:
Next Steps in Learning: <i>Make a list of the concepts or ideas that all or a majority of pupils need further support with</i>	Misconceptions/Errors: <i>Write here the specific issues in the piece of work that caused problems</i>	Need further support: <i>Write the names of pupils who need individual feedback & what the feedback is</i>
Guided Practice: <i>Whole class task or activity to practice next steps</i>	Relearn <i>Any specific knowledge that this group of children need to relearn</i>	Examples of pupils' work to show



APPENDIX 2: Guidance on the use of Whole Class Feedback Sheets (Appendix 1)

An **example** of using WCFS during an English lesson

1. During or after a lesson, the teacher looks through the class's work and notes down any common mistakes or misunderstandings
2. At the start of the next lesson, the teacher could show an example of a piece of good work completed by a pupil (this is not anonymised, and the teacher will aim to use each child's work at least once)
3. The teacher highlights the good aspects of the work to the whole class - for example, descriptive language or perfect punctuation
4. Next, the teacher could show an (anonymised) piece of work that needs some improvement
5. They correct mistakes and make changes with the class
6. The class then spends 10 minutes working in mixed-ability pairs to proofread their work and make edits as necessary. Alternatively, they may work in groups to proofread a typed-up piece of work
7. The class then works on editing or redrafting their work. This involves changing the content, and thinking about the effect on the reader and how to move their work to the next level.

The approach can be described as '**strategic minimal marking**'. The teacher starts with the assumption that no pupil actually needs much help, aside from the scaffolding and modelling you've already done in the lesson.

It works on the basis that the whole point of feedback is actually to 'feed forwards', and ensure the pupil knows what to do next time.