

Person (s) responsible for updating the policy:	Senior Leadership Team
Date Approved:	November 2023
Date of next review:	September 2024

### **Purpose**

Feedback is provided to move learning forward and enable progress.

### **Aims**

- To enable children to make progress in their learning.
- To provide clear, concise and actionable feedback.
- To ensure children understand the feedback through discussion, instruction and modelling.

### **Rationale**

Following delivery of high-quality instruction, assessment of the learning intention; knowledge to be gained and ongoing assessment of knowledge gaps informs the feedback given to children. Feedback supports children to secure knowledge to improve their performance. It needs to be understood, accepted and actionable so that children can use it to secure improvements and make progress. Assessment for learning is critical in giving children ownership of the intended new knowledge to be gained, allowing them to assess their own performance with teachers guiding the next steps through actions or addressing misconceptions.







### **Expectations**

Feedback should:

- Focus on the task (knowledge), subject (disciplinary knowledge) or promote self-regulation strategies.
- Support the children to make progress.
- Take place throughout the lesson and the teaching sequence so that it is immediate and responsive to the intended curriculum learning.
- Be talked through with the children if necessary to ensure understanding of feedback.
- Involve the children through peer and self-assessment.
- Use the feedback symbols to highlight success with new learning and to address mistakes in learning.
- Be written in green pen by teachers and teaching assistants.
- Be responded to by the children.

### Active Ingredients

1. **Live Feedback:** Immediate feedback, verbal or written, from the teacher or teaching assistant which targets the children to think deeper about the learning or address misconceptions. It can be individual, group or whole class. Probing or process questions are used.
2. **Responsive Feedback:** Written or verbal actions for the children to respond to. The action takes the format of redraft, re-do, rehearse, repeat, revisit, respond, re-learn, retrieve, research and record. The children respond as part of the learning process.
3. **Self/Peer Feedback:** Self and peer evaluation is used to assess and discuss the task and subject. This approach promotes the self-regulation strategies for the children as part of the feedback process. It may include approaches such as 'spot your mistakes'.

Learning Feedback Symbols		
Symbol	What it means	What it means for children
	Evidence towards securing new knowledge	This is something that I have done well.
	Strong evidence towards securing new knowledge	This is something that I have done really well and I should feel very proud of my learning.
	Missing word or punctuation	I need to add in the missing word or punctuation.
	Mistake to fix	I need to find the mistake and fix it.
	Spelling mistake	I need to have another go at the spelling using a resource to help me.
	Supported learning	I completed this learning with some support.
... x 3	Deliberate practice	I have something I need to practice.