HALSFORD PARK SCHOOL

FEEDBACK AND MARKING POLICY

Feedback

What is the role of feedback?
Feedback is one of the most powerful moderators of learning.

For feedback to be effective, all teaching staff must:
- have a good understanding of where pupils are in their learning
- have a good understanding of where pupils are meant to be in their learning
- have a good understanding of how the learning fits within the curriculum
- have a good understanding of the knowledge and skills the child is learning
- know how best to support pupils in getting to where they should be, and
- make feedback clear and actionable for pupils

At Halsford Park School, we believe that basic abilities can be developed through dedication and hard work, and that there should be unrestricted potential for progress. Feedback from adults and peers enables this. We believe that effective learning and teaching centres around exploring ideas, taking risks, solving problems and creating, within a meaningful context. This creates a 'growth mindset' for our learners. Pupils need to view errors as natural and useful. Without them, and without quality feedback about them, it is difficult to learn and make progress and staff need to observe how learners use their feedback to monitor the impact of their advice. Making mistakes, and learning from them, needs to be promoted within the culture of the school, and within classrooms, facilitating our culture of 'growth mindset.'

What sort of feedback is most effective?
Feedback can take many forms and different directions. The role of staff is to exercise their professionalism in planning/deciding which type of feedback will have the greatest impact on pupils' learning, and when best and how to give it.
Whatever form it takes**, the expectation is that the learner will take action as a result of feedback.** Pupils need to practise putting feedback to use as quickly as possible, rather than just receiving it.
Feedback includes that from <u>**self and peers**</u>. For this to be effective, it needs time and regular modelling by the teacher. Pupils need plenty of opportunities to practise giving and using meaningful feedback before it becomes secure.

Effective feedback must answer three major questions asked by a staff member and/or by a learner:
- What am I doing successfully?
- Where do I need to go next?
- What do I need to do now?

Class weekly forum

Learners will also have the opportunity to feedback to staff and peers through their class weekly forum. This can provide a focus on what is working well in their learning and address any barriers that learners may raise.

This forum will also allow them to feed back more specifically about the curriculum and facilitate discussion about school improvement initiatives. Through this forum, the children will feed back to the School Council, to Subject Champions through pupil voice, and to the Leadership Team. This will enable us to ensure that every learner has a voice.

Expectations for feedback	
Feedback…	**What it should look like…**
Can be: • given at any time • written or oral • given by adults, or by children to themselves or each other Should: • be related to the learning objective, Success Criteria or the next step that the child must take to make progress • be focused, specific, objective and transferable • be given as quickly as possible within a lesson • include opportunities for self- and peer-assessment Learners should have: • time to understand and act upon feedback • time to reflect on prior learning/feedback	• If written, adult to use a green pen/star stamp as appropriate for age of child. • Clear and concise. • Learners to respond in red to demonstrate improvements made as a result of adult/peer feedback or self assessment.

Feedback **may** include

⭐ Or ?	To identify where the Success Criteria for the learning objective have been used appropriately, based on the learner's need.
X (maths)	Incorrect
⭕ (maths)	Incorrect calculation – circle the incorrect part of the calculation. There may be times when a teacher wants to specify the exact area in a calculation that needs attention. Sometimes, however, this needs to be identified by the child.
Verbal feedback	Verbal feedback may have been given by an adult or by a peer. Children will respond to that in red pen.
SP	The learner needs to check their **spelling**. This should be indicated in the margin next to where the spelling needs to be checked.
S	**Support.** During the activity the children has required guidance from an adult or peer.

Feedback in Years 1 and 2

Maths- Teacher to model back to front numbers in Maths books for children to repeat.

Spellings- Teacher to model up to 3 incorrect spellings in a piece of writing for the child to copy correctly and apply into writing next time when appropriate. . By the end of Year 2 children to independently check own spellings.

Feedback in the Foundation Stage for Early Years pupils

The Foundation Stage curriculum is a rich, play-based curriculum. Teaching and learning take place during whole-class sessions, in small groups and at an individual level, both inside and outside. Young children learn best when they are physically active and when the learning is relevant and interesting to them. At Partners in Learning Academy, we aim to make the curriculum meaningful, relevant and enjoyable for the children.

In the Foundation Stage, feedback is verbal, delivered through questioning, discussion and observations.

I	The child has worked **Independently** on the task.
CI	The child has selected their own resources and completed a task of their choosing. This is called **Child Initiated.**
AD	The child has completed an activity that the teacher has asked them to do. This is called **Adult Directed.**
AI	The adult has set out an activity with an intended outcome but the child may have changed this. This is called **Adult Initiated.**
S	**Support.** During the activity the child has required guidance from an adult or peer.
SC	The learner has been asked if they have been successful and has responded verbally.