



HALSFORD PARK SCHOOL FEEDBACK AND MARKING POLICY

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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 **self and peers**. 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.

<u>Expectations for feedback for all subjects</u>	
<u>Feedback...</u>	<u>What it should look like...</u>
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 question, 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. • Peer assessment to be given verbally only. • Clear and concise. • From Year 2, learners to respond to feedback in red pen to demonstrate improvements made as a result of adult/peer feedback or self assessment. • In phonics/spelling lessons in KS1, feedback will be responded to in pencil. • Where learning has been peer/self assessed, this will be checked and acknowledged by an adult using a green tick in all books. • Any letters or numbers formed incorrectly should be identified within a piece of work and modelled correctly using green pen. Learners should then rehearse these in pencil (Year 1) or red pen (years 2 – 6).

Feedback **may** include

	To identify where the Success Criteria for the learning objective have been used appropriately, based on the learner's need.
 (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.
VF	Verbal feedback may have been given by an adult or by a peer. From year 2, children will respond to that in red pen.

SP	Teacher to model, where appropriate, up to 3 incorrect spellings in a piece of writing for the child to copy correctly and apply into writing next time. This will also apply to numbers written incorrectly in maths. The learner needs to check their spelling . This should be indicated in the margin using SP, next to where the spelling needs to be checked. The spelling may also be underlined within the writing where appropriate.
S	Support. During the activity the children has required guidance from an adult or peer. A brief explanation may be given if support has been given by TA.
I	Following a child receiving support in their learning, if they move on within the lesson to work independently, this will be indicated with an I.
//	Indicates where the learner needs to begin a new paragraph in their writing.
C	Copied. During the lesson the child has copied their learning directly from the teacher's WAGOLL.

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 Halsford Park, we aim to make the curriculum meaningful, relevant and enjoyable for the children.

In Early Years, feedback is verbal, delivered through questioning, discussions, interactions and observations.

I	The child has worked Independently on the task.
AD	The child has completed an activity that the teacher has asked them to do. This is Adult Directed .
S	Support. During the activity the child has required guidance from an adult or peer.
Copied	The child has copied the idea from the teacher.
	Teacher will use green pen to model letter and number formation.