



Feedback Policy

February 2021

At Two Rivers CofE Primary School, we recognise that quality feedback takes time and that the most useful feedback is given to children as part of the learning happening in the moment. We seek to avoid unnecessary workload for adults giving feedback in school so that all feedback is time efficient, purposeful and moves learning forward.

We believe that high quality, consistent and timely feedback enhances children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance. **We believe the best feedback is the dialogue that takes place between the teacher and pupil while the task is being completed, therefore not all feedback will be written.**

Aims:

We give feedback to children's work in order to:

- encourage children to take responsibility for themselves as learners and support them in making progress;
- show that we value their work, and encourage them to do the same;
- give a clear general picture of how far they have come in their learning, and areas for improvement;
- promote self-assessment, valuing their effort and mistakes
- provide a basis both for summative and formative assessment and inform individual tracking of progress;
- inform future lesson-planning.

Guidelines

- Feedback will be related to the Learning objective (LO) and understood by the child.
- Feedback, if written, will be legible and clear in meaning.
- Achievements will be celebrated in a range of ways in order to motivate and encourage.
- All written outcomes will be receive feedback in a timely way so that children are aware that the outcome of every task is important.
- Time will be built in to lessons to ensure that all marking and feedback can be responded to.
- Written feedback is primarily used to move children's learning forward.
- Disadvantaged children will be prioritised for marking and feedback within the lesson.
- Staff at Two Rivers will follow agreed approaches that can be found in the appendices.

Quality feedback includes

- Reactive feedback in the moment of learning
- Peer-assessment
- Self-assessment
- Verbal feedback
- Marking against a success criteria
- Use of symbols
- Written responses
- Detailed written feedback that is responded to and moves learning forward

Appendix 1

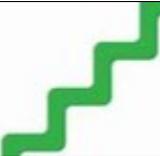
- Staff will use green to highlight where the LO has been met. They will use pink to indicate where a child needs to make a correction. For EYFS and Year 1 this will be next to the correction. When appropriate, children will edit their work using a green editing pen.

Green = Great

Pink = Think

Symbols

Pink highlighting	Dots indicate where corrections or improvements are needed. In Maths this will be by the correction.
Green highlighting	Ticks or underlining can be used to highlight an achievement of the learning objective or used at the end of a piece of work to indicate that the work overall meets the LO.
 Finger spaces	Finger spaces between words
 Full stops	Full stops to demarcate sentences
CL	Capital letters
V	Verbal feedback given

R	Resources used to support learning
A	Adult support needed
	Next step to progress in learning

If the symbol R or A has not been recorded, it can be assumed that the child has completed the work independently.