



Lifton Community Primary School Feedback Policy

Intent

At Lifton School, we believe feedback should be consistent throughout the school and in all year groups. This however may present differently in different year groups. It should be understood by all children, parents and staff. This policy is underpinned by a variety of research including research from the Education Endowment Foundation (EEF).

Feedback will enable pupils to build their knowledge and skills across the curriculum towards clear outcomes. Feedback will address gaps in pupil's knowledge and skills and enable them to overcome disadvantage. Feedback will address pupil's reading skills across the curriculum and ensure that pupils are able to acquire the intended knowledge and skills to be educated citizens.

Feedback should:

- be to further children's learning and enable their learning habits across the curriculum to be developed in preparation for their next stage of learning
- be incidental to the process; we do not provide additional evidence for external verification;
- empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil;
- ensure that written comments are only used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher;
- enable children to receive feedback either within the lesson itself or in the next appropriate lesson;
- indicate the 'next steps' which are usually developed in the next lesson;

October 2020 V1

March 2021 V2

May 2021 V3

February 2022 V4

- be a part of the school's wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
- take into account that new learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it.

Implementation

At Lifton School, feedback will be provided by teachers who have expert knowledge of the subjects that they teach across the curriculum so that gaps in pupil's knowledge are addressed and supported.

Feedback will be given to enable pupils to understand key concepts, present information clearly and encourage appropriate discussion. Feedback will check pupils' understanding effectively, and identify and correct misunderstandings. Feedback will ensure that pupils embed key concepts in their long-term memory across the curriculum and apply them fluently.

Verbal Feedback

Verbal feedback is extremely important to all learners. It is particularly important for younger children who may not be able to read written comments. Within the Foundation Stage, this will be used as the main form of feedback.

Older children will receive regular verbal feedback with positive comments and points for improvement. Verbal feedback will occur during the lesson which may be a 1:1, small group or whole class conference with the children. This may also occur outside of the lesson as required. The children will be involved in a dialogue about their learning and future targets, empowering them to become reflective learners.

October 2020 V1

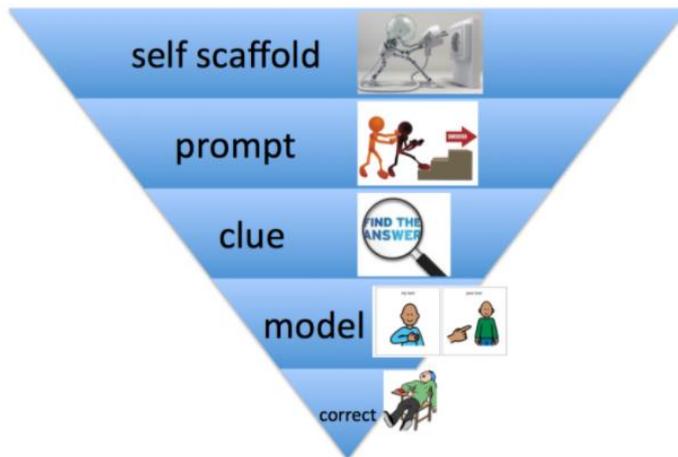
March 2021 V2

May 2021 V3

February 2022 V4

Mini-plenaries will be used in all lessons to stop, share and use good examples to feedforward into everyone's learning.

The following model which is based on research from the EEF will be used to enable children to reflect and develop their ability to move their learning on, rather than the teacher doing it for them. We believe this is an important life-long learning skill for all.



Peer and Self-assessment

To enable reflective learning to take place, peer and self-assessment will occur on a regular basis and will usually be verbal. Teachers will model how to give constructive feedback to peers. Peer and self-assessment opportunities will be evident in teachers' planning.

Feedback in books

Work in all children's books will be monitored during the lesson. In writing, when focus vocabulary has been included in the final written piece, the vocabulary will be highlighted in yellow. Next steps for learning will be shared with parents each autumn and spring term following parent's consultation meetings and in the end of year reports which parents receive in the summer term for the core subjects. Parents will be asked to support their child at home with these next steps to close gaps. Prior guidance will be provided for parents as required.

October 2020 V1

March 2021 V2

May 2021 V3

February 2022 V4

For some individual learners, e.g. children with additional needs, learning may be enhanced by other types of feedback such as stickers and stamps or a written comment.

Lifton Community Primary School Feedback Code

This should be displayed in all classes to ensure that staff and children understand and adhere to the code.

The date (long date in English books and short in all other books) and learning objective should be included on each piece of work and should not be underlined.

Marking pen colours in books	
Green	Teachers
Black	Teaching Assistants
Blue	Supply/Student Teachers
Pencil	Peers
Purple	Pupils
Yellow highlighter for focus vocabulary	Teachers

Support codes for books	
I	Independent
S	Supported
G	Guided
PS	Peer Support

Impact

The impact of this policy is successful if:

- teachers are able to provide clear suggestions for improvement within lessons across the curriculum
- children respond to their feedback and therefore make good progress
- time spent on feedback is realistic and does not detract for other planning/practice.
- feedback is used to inform future planning across the curriculum.

October 2020 V1

March 2021 V2

May 2021 V3

February 2022 V4

Monitoring and Evaluation of Feedback Policy

The Senior Leadership Team will carry out half-termly book scrutiny/scrutiny of Seesaw (our online learning platform) in the form of a module review in order to monitor standards and to set targets. The SLT will monitor the implementation of the policy each term going forward to develop consistency and to identify and share good practice.

Melanie Cripps
Headteacher May 2021

October 2020 V1

March 2021 V2

May 2021 V3

February 2022 V4