

# HOLY TRINITY PEWLEY DOWN

## FEEDBACK POLICY

### Opening Statement

Feedback is an essential and integral part of high-quality teaching and learning at Holy Trinity Pewley Down School. Children's 'Zest for Learning' is developed through targeted opportunities for supportive feedback which allows them to celebrate their successes and identify where the next steps in their learning can help them improve further. Methods of feedback are varied to allow for feedback to be as meaningful as possible for children, whilst making sure teacher workload is sustainable.

### Purpose of Feedback

Through carefully planned opportunities for a variety of approaches to feedback, teachers aim to:

- acknowledge the effort children have made with their work
- build on the high-quality instruction provided during a lesson
- focus on moving learning forwards
- address gaps in knowledge or misconceptions
- provide feedback which is well-timed and considers the characteristics of the task, individual children and the wider class
- build children's motivation, self-confidence and ability to reflect on their own learning
- provide opportunities for children to use feedback to ensure learning progresses
- inform future planning by assessing how well a concept has been taught and understood

### Practice of Feedback

- **Acknowledgement** – It is important that children, having worked hard on a piece of work, see that it is acknowledged by their teacher and/or other adults. This may take the form of:
  - written comments
  - ticks, smiley faces etc.
  - stamps
  - stickers
- **Verbal Feedback** – Verbal feedback often represents the most efficient and effective mode of feedback. This may take place during a lesson or as soon as possible afterwards. Feedback will vary in focus and may involve a whole class, small groups or individuals. This offers children a chance to action the feedback with further practice examples or editing opportunities.
- **Whole Class Feedback** – Where a common misconception or gap in knowledge has been identified by a teacher, focused whole class verbal feedback represents a time efficient and highly effective way to move learning forwards and consolidate key concepts.
- **Live Marking** – Live marking involves in-the-moment verbal or written feedback during the lesson and allows for remodelling of misconceptions and consolidation of learning. The use of visualisers can make this process impact a class more widely.

- **Self & Peer Assessment** – Children will often mark their own or sometimes their peers’ work. This is encouraged to give children opportunities to see for themselves their mistakes or areas to move their learning forward, particularly as part of low stakes retrieval tasks
- **Self-Reflection** – Children may also be asked to reflect on how successful they have been during or at the end of a task. For example, this may include written comments, smiley faces, traffic lights etc.
- **Written Feedback** – Written feedback is distinguished from children’s writing by teachers using a blue pen, as opposed to children’s work in pencil or black pen. This method of feedback is most effective when it is read and actioned by children in the next lesson of the sequence. This method of feedback might include:
  - ticks for questions correct, dots or crosses for incorrect questions
  - marking codes – these may be class or lesson specific
  - colours/highlighters to draw attention to particular features
  - stickers/grids with success criteria ticked – these are most effective when shared in advance

**The most efficient and effective method for feedback for different lessons is discussed by teachers as part of the weekly planning process to ensure all feedback is timely, impactful and realistic in terms of workload.**

### **Feedback to Parents**

Our aim is to work in partnership with parents so that together, we can enable all children to reach their full potential. Informal feedback may be given by phone or email or in person. There are two formal consultation evenings in November and March that enable an in-depth discussion about the child’s progress. These may take place with the child present from Year 3 upwards. There is also an open afternoon in July where parents are invited to view work, and there will be opportunities for an informal chat with the class teacher. Additionally, a formal school report is issued to parents in July each year to summarise attitude, attainment, progress and next steps. An appointment can be made to speak to a child’s class teacher at any time of the year should the need arise.

**Date of Review:** January 2025 by SLT

**Date of Next Review:** January 2026