

Heaton Avenue Primary School

Feedback Policy

Feedback has 3 purposes –

To help pupils to:

- 1 Understand what they have done well;
- 2 Understand how to improve;
- 3 Make visible signs of improvement.

Notes:

To ensure pupils understand what they have done well, they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both these points.

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of Challenge, Reminder, Steps and Example [C, R, S, E] prompts, as appropriate to help pupils understand. This may be done through comments, questions, discussions or diagrams to help pupils to understand.

Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and assistants should ensure time is given to act upon guidance so that pupils may act upon it and make improvements.

Consistency

The three purposes of feedback should be evident in all classes in all subjects throughout the school. However, there may be some differences in approaches depending on the age of the pupil and the cognitive domain they are working within.

Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking should be developed.

Where verbal feedback is given for pupils' recorded work, it is often appropriate to use or highlight a 'key word' which is an indication that feedback has been given. This will help both the pupil and teacher remember what was discussed so the work can be checked for visible signs of improvement.

Mid-point feedback is used by teachers in conjunction with verbal feedback and is indicated as a note or short comment or symbol in purple pen. This is given where it has been identified that the pupil has shown a misconception during the completion of a task or activity. This indicates that the misconception has been identified by the teacher and recognised by the pupil in order for it to be addressed. Teaching assistants will follow the same procedure for mid-point marking but will comment or symbol in green.

Any post lesson marking will only take place where necessary and when teachers can ensure that the three purposes of feedback are evident. This will take place using black pen.

MAD ('make a difference') time is given to pupils at the start of lessons. This involves the pupil looking through a previous piece of work and responding to the feedback given in order to make improvements to it using their turquoise pen.

Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by Senior and Middle Leaders to ensure the three purposes of marking are of a consistently high quality throughout the school.

