

Kingfisher Primary

Feedback Policy

What is Feedback?

We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly in each aspect of the lesson. All feedback should have a positive tone. It should be specific, clear and appropriate in its purpose and productive in its outcomes. The best feedback will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

Aims of Feedback @ Kingfisher

- To help pupils make progress
- To provide strategies for pupils to improve
- To give pupils dedicated time to reflect upon their learning and put effort in to make improvements
- To inform planning and structure the next phase of learning
- To facilitate effective and realistic target setting for pupils and/or the teacher
- To encourage a dialogue to develop between pupil and teacher
- To encourage pupils to have a sense of pride in their work
- To encourage pupils to perfect presentation
- To correct mistakes with a focus on literacy and mathematics skills and strategies

Principles of Feedback @ Kingfisher

- Feedback should be timely and respond to the need of the individual learner so that they can actively engage with the feedback
- A dialogue should be created between the teacher and pupil. It is essential to allow time for pupils to read the comments and engage with the feedback - reflect and respond
- Pupils should be encouraged to assess their own work against collaboratively created learning targets
- Peer and self-feedback are valuable tools for learning that should occur regularly, after careful structuring by the teacher

Type and Frequency of Verbal Feedback @ Kingfisher

- It has immediacy and relevance as it leads to direct pupil action
- Verbal feedback may well be directed to individuals or groups of pupils; these may or may not be planned for

Type and Frequency of Peer Feedback @ Kingfisher

- This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher
- Pupils need to be well trained over time to effectively peer assess one another. This process will be led by all teachers.
- Peer feedback will be evident in books at least once during each week of teaching.

Type and Frequency of Self Feedback @ Kingfisher

- Akin to peer feedback, pupils need an explicit and clear structure to identify their learning needs
- Teachers should both help uncover and share the elements of success in learning where appropriate
- Pupils will self-reflect on learning at least twice during each unit of learning

Formative & Oral Formative Feedback Strategies @ Kingfisher

In order for a consistent and collective approach to providing strong feedback in lessons, the following list of strategies has been compiled. Formative oral strategies, such as:

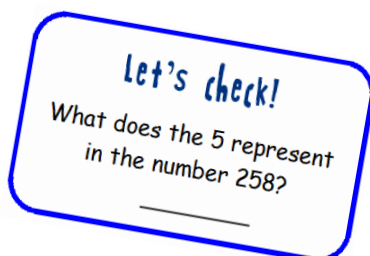
- Group Guided or Shared Activities
- Teacher sharing/modelling
- Think/Pair/Share
- One-to-one sessions
- Enquiry Walls & Post-it Responses

Monitoring and Evaluation @ Kingfisher

All leaders undertake quality assurance to ensure feedback is allowing all pupils to progress their learning. This may involve informal conversations or more formal interviews with pupils and staff, book talks, work celebrations, moderations, learning observations, etc.

Feedback in Action

1. Oral feedback should take place at every opportunity. Pupils respond to positive comments both formally and informally and there will be occasions when oral feedback to groups of pupils, as well as to individuals will be appropriate.
2. A whole school approach has been adopted:- areas of success are identified with a pink highlighter and areas for development are highlighted in green (green for growth).
3. Pupils should be made aware of the success criteria ('evidence' for what success will look like) before work is undertaken and feedback given against these criteria.
4. A variety of feedback stickers will be used to support learning on a weekly basis



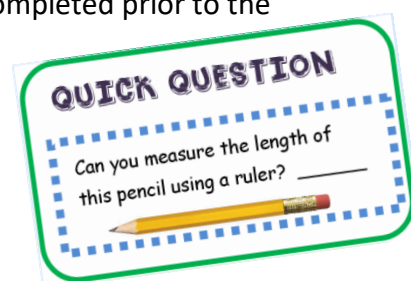
A 'let's check' sticker can be used to provide evidence of learning for children whose work in session has been heavily supported or who have not completed the work in session for various reasons.

These stickers can also be used after a practical lesson to see how well children can apply their practical learning to a new context – in these cases the sticker will often be accompanied by photos showing the practical activity.

A 'challenge' sticker can be used to deepen learning from the session. These challenges should be using and applying tasks related to that day's objective.



Stickers can also be used for pre- teach activities to check understanding of upcoming units of work. These 'Quick Question' stickers should be used regularly at the start of the lesson. It should be clear in books that this activity was completed prior to the days learning objective being shared to avoid confusion.



5. Reviewed learning should be completed through review work as required in lessons, and a pink dot put next to the learning objective to indicate that it has been securely met. Teachers **MUST** ensure all learning actions are followed up and responded to by the children.
6. Peer group approval and praise is a powerful source of reinforcement and is a fundamental part of our assessment system. Self assessment and peer assessment should be used where appropriate to promote Assessment for Learning.
7. Review sessions should be built into teaching time to focus on development areas in each week in, Maths, EGPS or Literacy focus. It is all pupils' entitlement to access the opportunity to review.
8. Targets are set for pupils and shared with parents on Open Evenings. Parents are given a paper copy of the targets to take away and a copy is kept on file for follow up discussion at the next Open Evening.

Policy reviewed – July 2023

Policy to be reviewed – July 2024