



## Feedback Policy

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Approval Level	Full Governing Body
Signed by	Nicola Waters, Chair of Governors
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Feedback is an essential and integral part of effective teaching and learning. The purpose of feedback is:

- Children – so that they know what they have done well and how they can improve
- Teachers – as part of the ongoing formative assessment process and as an aid to planning for progress
- Parents – so that they can be informed about how their child is progressing

At Billingshurst Primary School, we use **Live Feedback**. This means that teachers, as much as possible, intervene at the point of learning to help children make progress. This is to challenge misconceptions straight away, and provide further challenge and support; this may take the form of verbal, written or whole-class feedback, especially if common misconceptions are found.

This feedback can take many forms.

### **Verbal Feedback**

*"Verbal feedback, when applied well, has a positive impact on the engagement of all students (including those who are disadvantaged.) It may also lead to gains in progress and achievement and – at the least – appears to have no detrimental effects."*

***UCL Verbal Feedback Report, August 2019, R. McGill and M. Quinn***

Our teachers give verbal feedback at the point of learning and as part of structured reflection during and at the end of lessons. This is focused around the unique child and their specific learning needs; the positive relationships developed between adults and children are vital to its effectiveness.

In order to improve children's progress, verbal feedback should be:

- Regular
- Constructive
- Focused around specific teaching points

## Learning, Growing and Achieving Excellence Together

- Supported by appropriate scaffolds and success criteria for children to respond independently
- Planned for as part of deliberate practice

### **Written Feedback**

At Billingshurst Primary School, there is no minimum expectation for written marking. Teachers are encouraged to feedback in the most efficient, supportive and effective way to support children and their learning. This will sometimes mean no written feedback is given apart from the correction of key spellings in line with the National Curriculum and/or that child's stage of learning. It is essential that unnecessary workload is eliminated to give maximum time for teachers to plan, teach and assess their children's learning.

Written feedback is often used to provide personalised scaffolds and reminders for children to use and apply independently. This may be a modelled example or targeted prompt for a child based on their individual learning and the teacher's formative assessment.

### **Peer and Self-Assessment**

Peer assessment includes a range of approaches where children provide each other with explicit learning support and encourages them to have a greater agency in their learning and evaluating their success. This can take place in pairs, trios or small groups and the children will take turns in the role of 'tutor' and 'tutee'. Research from the EEF shows this has a high impact on progress for children when modelled and supported by the teacher over time.

Self-assessment relies upon children using clear criteria for success in order to evaluate their own performance and identify their own next steps. This could also include self and peer marking, giving children immediate feedback on how successful their learning has been in a lesson.

At Billingshurst Primary School, we use both self and peer assessment in order to promote independence and the skills of reflection and metacognition to drive progress. Teachers model this and use a range of oracy strategies to provide children with feedback so they can make improvements.

### **Questioning and in-class activities**

Teacher questioning is planned for carefully as part of deliberate practice to elicit evidence of children's learning, allowing them to give live feedback and adjust their teaching accordingly. Lessons are started with provocative questions and activities that will encourage children to think and share their ideas, giving teachers a clear understanding of children's knowledge and skills. This will also allow children to recap their prior learning ready to build upon this in the lesson. Live feedback is subsequently focused and adapted for all children to make progress.

### **Teacher formative assessment of learning**

Teachers take time to review children's work in books in order to inform future planning (see our Assessment Policy for more information). This provides children with timely, direct teaching and modelling in order to address misconceptions and help children take the next steps in their learning.

### **Challenge**

All learning at Billingshurst Primary School should be challenging for all learners, no matter their stage of learning. Our lessons include opportunities for all children to think deeply and be stretched to ensure they maximise their potential.

As part of the feedback process, teachers will direct children to challenging activities, the next steps in learning and provide a learning environment where children can learn to challenge themselves by accessing resources and opportunities independently across the curriculum. Sometimes, teachers may direct children to these challenges following formative assessment. This means high-attaining children are exposed to exciting learning that develops their skills and knowledge, as well as their resilience and independence.