

## Ysgol Borthyn

### Feedback Policy

Feedback is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comments acknowledges achievement, promotes positive attitudes and behaviour and leads to raised standards.

#### **Aims of Policy:**

That the pupils of Ysgol Borthyn realise that each piece of work they complete is valued and achievements are highlighted through effective and purposeful feedback. In turn ensuring a high standard and encouraging further learning and development. To ensure that feedback and target setting is sustainable for staff.

#### **Purpose of feedback:**

- To assist learning with clear, personal and specific feedback
- To provide information for assessment
- To encourage, motivate, support, and promote positive attitudes
- To inform planning and highlight next steps
- To promote higher standards
- To correct errors and clear up misconceptions, providing helpful guidance on how to improve
- Teachers actively feedback to pupils in a timely manner ensuring that it is useful for future learning
- To recognise achievement, presentation and effort
- To provide constructive and purposeful feedback suitable for the age and ability of individual pupils
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher.

## **Principles:**

Feedback should:

- Be constructive
- Be related to needs, attainment and ability
- Be related to specific criteria / learning objectives (*WILF*) which the pupils should know in advance.
- Ensure that pupils know how well they are doing and what they need to improve to make further progress.
- Provide opportunities to assess their own work and that of others
- Be regular and prompt
- Be reflected in teacher evaluations at the end of the session / unit of work to inform future planning.

## **Rewards:**

These will be in accordance with our behaviour policy and will be in the form of stickers, star charts/class shop/Dojo rewards/golden time/tokens/Headteacher awards and certificates.

## **Professional judgement:**

Feedback should support the child's learning, too much can overwhelm and demoralise the pupil. The ability of the individual pupil and the efforts they have put into a piece of work will always need to be taken into account when providing feedback.

Teachers must use their professional judgement when deciding how much feedback to give.

Teachers may plan to provide feedback to targeted groups so that they can focus on developing particular objectives. Feedback is for the direct benefit and improvement of the children's work. Feedback is therefore undertaken by the teachers to inform the child of the progress they are making and targets they need to work towards. Support staff also play a vital role in providing active feedback. It is recognised that some pieces of work will be seen for simple recognition feedback, as feedback is only effective if the child is given opportunities to respond to the comments.

***Pupils are encouraged to consider mistakes as an important part of learning.***

### Agreed code

Active marking will be the most prevalent form of feedback, allowing pupils to immediately act upon feedback when it is most meaningful

#### Feedback Codes

<b>Recognition feedback</b>	<b>Your teacher has seen your work.</b>	<b><input checked="" type="checkbox"/> and initial</b>
<b>Target feedback</b>	<b>Teachers in FPh will give oral, visual or written feedback when appropriate</b> <b>Teachers in KS2 will <input checked="" type="checkbox"/> the WILF to show what you have achieved</b>	<b>Teachers will give a wish for any area of the WILF not achieved</b>
<b>Area to improve/Editing</b>	<b>I have acted upon feedback.</b>	<b>Green pen/Pencil/Highlighter</b>
<b>Self assessment</b>	<b>I have marked my own work (with support in FPh) looking for the targets in the WILF.</b> <b>I can use the AFL grid to help me (KS2).</b>	<b>SA</b>
<b>Peer assessment</b>	<b>My partner has marked my work (with support in FPh) looking for the targets in the WILF.</b> <b>I can use the AFL grid to help me (KS2).</b>	<b>PA</b>
<b>Presentation</b>	<b>Handwriting and presentation is of a high standard appropriate to my age and ability.</b>	<b>Smiley face</b>

\* See attached document for examples of AfL in FPh and KS2

<b>I = task completed independently.</b>	<b>M = task completed with moderate support.</b>	<b>S = high level of support required to finish the task.</b>	<b>OF =oral feedback to understand how to improve.</b>
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### **Targets:**

- Individual pupil's targets to be set and reviewed following discussion with the class teacher regularly. Targets can be found in class Seesaw folders, this encourages parent partnership.
- Teachers to monitor and record progress through target feedback. Staff and pupils upload evidence of working towards their targets into the target folder on Seesaw.
- Teachers to continue to reinforce old targets to ensure they are not forgotten.
- Teachers to timetable target practice discussions with pupils.

### **Monitoring the Policy:**

We will ensure that these guidelines are being used consistently throughout the school by sampling marked work. This will be done on a termly basis by members of the Senior Management Team.

Headteacher\_\_\_\_\_

Date: June 2022

Chair of Governors\_\_\_\_\_

Date\_\_\_\_\_