

# **Baines' Endowed Church of England Primary Academy**

## **Feedback Policy**

At Baines' Endowed Church of England Primary Academy, we aim to develop self-belief and self-confidence in all our pupils and staff, through our mission that:

*"With God, nothing is impossible" Luke 1:37*

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

### **Intent**

At Baines' Endowed we believe feedback is a central component to effective teaching and learning. High-quality feedback will inform pupils of their successes and address any misunderstanding in their learning.

The overarching aim of Feedback at Baines' Endowed is to raise standards and promote high standards of education across the curriculum. Also ensuring the school has a standard approach to feedback and the experience for the pupils when receiving feedback will be a positive one. Feedback provided will always be in accordance with the learning objective and the child's personal targets.

The feedback policy aims to ensure:

- All pupils have equal access to high quality feedback
- Pupils understand the progress they have made and what the next steps are
- Pupils know that we value their work, and that we encourage them to do the same
- Pupils are empowered to take responsibility for improving their own learning

## **Implementation**

At Baines' Endowed we have a culture of kindness that is central to everything we do and influences the manner in which we provide feedback. We give feedback to pupils both verbally and in a written format. Instant verbal feedback takes place during lessons with individuals, groups or the whole class. This is given directly to pupils and an immediate action or response is expected, this may redirect the focus of teaching or the task. Feedback on praise, effort and contribution is also provided in a verbal manner.

Post lesson feedback assesses the work of all pupils at the end of a lesson. In all the pupils' books both in core and foundation subjects the teacher or teaching assistant highlights beside the Learning Objective whether a pupil has achieved the learning objective. A green highlighter is used to indicate to the pupil that they have achieved the learning objective and also used to identify successful parts within their written work. A yellow highlighter is used to mark the side of the Learning Objective to show the pupils that they have misconceptions within the lesson or there is an area of learning that needs to be revisited. Misconceptions within their work will also be identified with a yellow highlighter.

Written feedback is provided by the teacher and the teaching assistant using a green pen in the form of symbols (Appendix 2) and constructive comments are used to show what the children have done well and what they need to include next time. High frequency words spelt incorrectly are addressed and pupils are asked to write the correct spelling three times underneath. The symbols are a consistent approach throughout school and pupils are provided with teaching to help their understanding of them and how to respond/edit their work accordingly. Pupils will peer and self evaluate on a regular basis, this will be completed with a purple pen.

The teacher will complete an assessment for learning sheet (AFL) (appendix 1) indicating whether pupils have achieved the learning objective. Highlighting the names of the pupils who have misconceptions in yellow and the pupils with a deeper understanding of the learning objective in green. The key strengths from the lesson are identified and also any specific misconceptions are noted for the class or sub-groups. Finally the teacher identifies the next step for the class, whether to move the learning on by: re-teaching the lesson or moving on to the next objective in their sequence of learning.

Following the completion of the AFL sheet the teacher allocates time for pupils to edit their work based on the feedback given or rehearsal of any further knowledge required. This will involve peer support or support from a teaching assistant.

## **Impact**

The impact of this policy will be measured by all staff through the monitoring and evaluation of the teaching and learning within our school. It is the responsibility of all staff to monitor and evaluate the feedback provision for our pupils.

## **Learning walks**

Throughout the year learning walks are conducted to observe various aspects of the teaching practise in school, as part of the process the quality of feedback provided to the pupils will be monitored. There is a clear focus for each learning walk. Teachers are provided with feedback on which aspects of their practice were good and an area for development.

### **Lesson Observations**

Teacher's feedback skills are monitored through observations. Although there is no grading system, teachers are provided with feedback and areas of development.

### **Book Scrutiny**

Throughout the year book scrutinies are conducted to observe various aspects of the teaching practise in school, as part of the process the quality of feedback provided to the pupils will be monitored. There is a clear focus for each book scrutiny. Teachers are provided with feedback on which aspects of their practice were good and an area for development.

### **Pupil progress meetings**

The progress and attainment of all children are discussed during Pupil Progress meetings. These are held termly, discussions from these meetings will inform the teachers of strategies that can be used to improve pupil performance. Highlighted children from the AFL sheets will be used as evidence of progress and attainment.

### **Review**

Date of last review: 1st November 2021

This policy will be reviewed regularly by the Assessment lead. This will take place when there are changes to our assessment practice in school or where National Level changes are required to be implemented.

*Appendix 1 - AFL Feedback Form*

Appendix 2 - Symbols