



HILLSBOROUGH
NURSERY & PRIMARY SCHOOL

Feedback Policy

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Believe. Belong. Become.

Hillsborough Primary School Feedback Policy

The Aim

The aim of this policy is to provide guidance to parents, children and staff on how we effectively provide feedback to the children on their learning. This should provide an indication of progress within the lesson and identify next steps in order to move learning forward. Feedback is taken into account when assessing children and therefore this policy can be used in conjunction with the assessment policy.

We believe that all children's learning is important and should be acknowledged by the adults who are impacting on their learning. We believe that live feedback is more effective than summative marking alone and our feedback policy aims to make instant feedback the priority in order to move learning forward. This can be completed in a number of ways and teachers will need to use their professional judgment as to when and how to provide children with effective feedback, ensuring that it has a positive impact on children's learning and self-esteem.

Guidance for Feedback

Live feedback - during learning time

- All adults will provide children with verbal feedback (VF) during lessons and the children will respond to this in blue pen when appropriate.
- All adults will highlight in yellow to evidence the learning that the child is completing and where they meet the success criteria. This could form the basis of a discussion between the adult and the child. This will be presented to the children as 'Yippee Yellow' marking.
- All adults will tick the success criteria if there is evidence of the child achieving that criteria during the lesson.
- If a child provides verbal evidence of achieving part of the success criteria, a speech bubble will be added near the success criteria or an observational note made in the child's book. This could be completed on a post-it note, comments on a photo that is used for evidence or ICT evidence which is analysed.

- Opportunities will be built into learning time for self and peer assessment when appropriate and children will be encouraged to give feedback on each other's work. This will be completed in blue pen and their initials put by the side of the feedback given.
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Post learning feedback

- All success criteria will be annotated post learning with a \surd where the child has met the success criteria and targets \rightarrow where a next step is required. A tick will be used in homework books to show the successes instead of yellow highlighter.
 - Success criteria can be annotated to provide further clarification about how far the learning has been embedded by using the following symbols:
 - **S** - identifies a child has completed this work with support.
 - **I** - identifies when a child has completed this independently (EYFS and Phase 1 only).
 - Teachers will give children the opportunity to further their learning by setting Blue Pen Work in Maths, English and Learning Journeys on a regular basis, Y1-Y6. Time to complete this will be given in class at the beginning of each day or at the beginning of each lesson. This will be identified in books as BPW.
 - BPW can be used to correct, consolidate or challenge children's learning and will be appropriate to individual children or groups of children. This could take the form of a written task, 1:1 support or a conference session where further adult intervention is needed.
 - When appropriate, common words spelt incorrectly will be circled and the correct spelling modelled for the child to practise 3 times as part of their BPW. No more than 3 spellings will be circled per piece of work.
 - When a child has completed an extended piece of writing (as part of their English learning journey) this will be marked more comprehensively by annotating the success criteria and prose written to the child to acknowledge the achievements and effort. This will take place every 2-3 weeks.
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Feedback for Self-esteem

We believe that all children should feel proud of the work they complete and be encouraged to produce their best work consistently. All our self-esteem comments will link to promoting the 3B's and will highlight aspects of their learning attitudes.

Feedback for Assessment

It is expected that the outcomes from live and post feedback will feed into teacher assessment and impact on subsequent planning.

Feedback in Foundation Stage

- All adults will provide children with verbal feedback (VF) during session.
 - Adults will mark the child's work with codes to provide clarification about the context in which the work has been completed. These will be:
 - **WS** - with support
 - **CI** - child initiated
 - **AI** - adult initiated
 - **I** - independent
 - Towards the end of the school year in FS2 adults will begin to introduce blue pen work (BPW) to which the children will respond. This will focus on corrections, such as letters or spellings, or to move learning forward.
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Guidance for TAs

The policy is expected to be followed by all adults working with children, including teaching assistants who are working with individuals or small groups. TA3's and HLTAs who are covering whole sessions unplanned are not expected to post-mark a full set of books but are expected to use the live feedback policy within the session. It is also an expectation that they feedback to the teachers their observations from the lesson in order for the teacher to make a judgment for assessment purposes.

HLTA's are expected to follow the full policy for the lessons they plan and deliver.

Monitoring of Feedback

At Hillsborough Primary School, children's progress is monitored through book looks carried out by subject leaders or SLT over the course of the academic year. During staff meetings, when moderation is taking place, feedback can be a focus for the session in order to ensure it is having impact on children's progress. Pupil interviews may be carried out in order to gain the children's viewpoints and ensure that the feedback is having a positive impact on learning.

Seesaw Feedback

Seesaw is used as a tool to collate children's learning experiences and set work for children to access at home. In KS1 and KS2, it is predominantly used to provide home learning tasks. Teachers will acknowledge the homework that has been uploaded to Seesaw either by likes, comments or corrections. Any misconceptions that are evident in the homework sent on Seesaw will be addressed in class verbally.