

# Sonning Church of England Primary School

## Feedback Policy



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## Introduction

At Sonning Church of England Primary School, our vision is to build strong foundations for the years ahead (Matthew 7:24-25). Through a clear, consistent system of aspirational and developmental feedback (both written and oral), pupils can develop their skillset in how to take the advice of others and build on the strong foundations of their learning to improve, not just at now but throughout their lives. All children are entitled to regular and comprehensive feedback on their learning and, at Sonning Church of England Primary School, we will take a professional approach to the task of providing written and verbal feedback to aid learning. We seek to ensure our feedback moves learning forward by being informative, consistent and timely. All written and verbal feedback will endeavour to address misconceptions, consolidate new concepts, or progress learning. This will be achieved via a wide range of approaches and based on evidence (both local to our school community and wider pedagogical research and evidence).

## Policy vs guidance

This document is a policy, and sets our overarching vision for feedback. There is an accompanying document (called 'Feedback Guidance') which sets out the practical and operational specifics of our feedback systems.

## Aims

We provide written and verbal feedback to our children in order to support the aims below:

- To show that we value and respect pupils' learning/work, and encourage them to do the same.
- To support the drafting and redrafting of work.
- To identify errors and/or misconception within learning.
- To boost pupils' self-esteem and aspiration, through use of praise and encouragement, so they love learning and feedback.
- To provide clear feedback on how far pupils have progressed in their learning, and identify next learning steps (including steps to success).
- To provide opportunities for self and peer assessment, so pupils recognise their difficulties and are encouraged to accept guidance from others (become curious about how they learn and how to develop).

**Building strong foundations for the years ahead (Matthew 7:24-25)**

Love - Courage - Respect - Aspiration - Curiosity

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- To share expectations, including modelling examples of expected standards of learning.
- To provide a basis both for summative and formative assessment.
- To provide the ongoing assessment that will inform future lesson-planning and bespoke provision.

### Principles of feedback

The following principles will help clarify Sonning Church of England Primary School's ethos and expectation for the feedback process:

- The feedback system should be respectful, constructive and formative.
- Feedback will be high-impact and support pupils to develop, improve and learn.
- The process of providing written and verbal feedback should be a positive one, which recognises the efforts made by the child and, where appropriate, clearly articulates when/where errors have been made.
- Feedback should be appropriate to the age and ability of the child, and consistent with the agreed procedures within each key stage (see the Feedback Guidance document).
- Teachers will aim to promote children's self-assessment by linking feedback into a wider process of engaging the child becoming curious and interested in their own learning. This includes sharing the learning objectives and the key expectations (e.g. success criteria) for a lesson or learning opportunity from the outset.
- Whenever possible, feedback should involve the child directly. For our youngest children, staff will endeavour to provide verbal or written feedback immediately. A written summary of their responses to key learning may also be provided (scribed) if appropriate.
- Feedback will always be associated with the lesson objective, success criteria or next 'learning steps' for the child.
- The child must be able to read and respond to the comments made. 'Read and Response Time' will be often provided at the start of lessons to give the opportunity for children to reflect upon and respond to comments and make corrections where appropriate. Where the child is not able to read and respond in the usual way (e.g. for our youngest children or children with SEND), other arrangements (i.e. verbal feedback, positive praise or rewards) will be utilised.
- Feedback will be often provided during plenaries at various points within lessons, and in group review sessions of learning (for Reception, this will be where appropriate throughout the learning session and also during play).
- Feedback may also be given by a teaching assistant, or through peer review, and all support given should be noted at the end of the child's work to aid assessment of children's progress.
- Feedback may identify a child's key learning difficulties. Where this is the case, children will be placed within a class 'intervention book' and receive specific 1:1 or small group support as soon as possible following the lesson.
- Feedback will normally be conducted live (during the lesson), before the next lesson in that subject or at the beginning of the next lesson, although this may not always be possible for longer pieces of work or appropriate given the learning task.
- As well as individual feedback, staff may also utilise group or whole class feedback, where appropriate and of benefit to all learners. In Reception, feedback will also be shared via Tapestry.

### Monitoring and review

The effectiveness of marking and feedback is monitored regularly throughout the year. Monitoring is conducted by the headteacher, SLT, an appointed governor and/or subject leaders.

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis so that we can take account of improvements made in our practice. We will review this policy every 3 years, or earlier if necessary.