"Feedback is one of the most important influences on learning and achievement"
John Hattie

Rationale

This policy has been written in response to the most up to date educational research in particular we have been influenced by the findings of the educational endowment foundation https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf

Why do we do it?

- ✓ To help learners make progress by showing them what they need to do to improve
- ✓ To build confidence and encourage a reflective attitude in our learners
- ✓ To inform future teaching and precisely match learning to an learners needs

Methods we use:

We give feedback on all learning and although we know some types of work require greater depth of feedback than others we expect to see some form of feedback on most types or work.

Written Feedback

Using our agreed marking symbols we provide next steps for learning and offer praise and encouragement. We know that when next steps are made explicit there is a very high impact upon learning. To help children find comments in books quickly our Teachers mark in green pen

I	Independent work
S	Supported by an adult
V	Verbal feedback given
✓	Positive comment
●	Improvement comment
<u>Word underlined</u>	Spelling correction
?	This does not make sense

Highlighting

This is one of our most effective strategies. It is simple and powerful and allows us to give feedback quickly and 'in the moment'

I love It! Often linked to a positive written comment

Think about this!

Oral feedback

This happens all the time! Whenever we suggest comments or ideas for improvement we put a V net to the piece of work. Sometimes we add a word or comment next to the V e.g adjectvives to remind the learner what the feedback was.

We believe the type of feedback we give depends heavily upon the stage of learning that is being taught. We use the following model to think about the type of feedback we are giving at each stage.

We aim to ensure pupils respond and act upon feedback given. Whenever a pupil makes changes to a piece of work we ask them to use **purple pen.** We provide learning ladders to pupils at the start of a piece of writing and place great value on a piece of work being redrafted multiple times.