



THE  
**Beaulieu Park**  
SCHOOL

## **PRIMARY FEEDBACK POLICY**

|                              |             |
|------------------------------|-------------|
| <b>Committee Responsible</b> | LGB         |
| <b>Lead Staff Member</b>     | Principal   |
| <b>Approved by</b>           | LGB         |
| <b>Date Approved</b>         | Spring 2021 |
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## THE BEAULIEU PARK SCHOOL – PRIMARY FEEDBACK POLICY



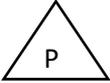
The Education Endowment Foundation research (April 2016) shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so that it is meaningful.
- Provide specific guidance on how to improve and not just tell students when they are wrong.

### KEY PRINCIPLES

- \* The sole focus of feedback should be to further children's learning;
- \* Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- \* Written comments should only be used where they are accessible to students according to age and ability;
- \* Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date/ after school.
- \* Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments (pausing points, using working walls and IWB)
- \* Feedback is a part of the school's wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- \* All pupils' work should be reviewed by teachers/ LSA's at the earliest appropriate opportunity so that it might impact on future learning.
- \* All work in books should be acknowledged by the class teacher in some form (see on the following page).

## Marking codes

|  |
|--|
| ABC- capital letter  |
| .?! - punctuation  |
|  finger spaces  |
|  Handwriting  |
| SP- spelling (not every spelling will be identified- just focus spellings for that year group). Alongside the above we understand for effective feedback to take place the following must occur:   |
| <b>Yellow highlighter</b> - this can be improved/ added to/ corrected  |
| <b>Green Highlighter</b> Objective met/ great word choice/ excellent example/<br>good use of punctuation   |
| Children complete the self-assessment face at the end of the lesson if they feel that they have achieved the  learning question.  |
| <br>Children should take pride in their work and any untidy work/ scruffy handwriting and poor sticking in should be identified, discussed with the child and re-done if necessary. |

Children MUST understand what they are learning. For this reason, a Learning question will be shared with the class during the start of a lesson and success criteria will be shared with the children and displayed for the duration of the lesson.

For this to happen effectively for all children, there may be some pre-teaching from the teacher or LSA before a lesson. This will be identified on the 'supported' section of the Learning question (LQ).

A learning question will be displayed in the children's books in the following format for each lesson...

Learning question focusses on **skills (not outcome)**

**Sassoon Infant font, Size 14**

|   |           |                       |
|---|-----------|-----------------------|
| Week beginning: Monday 25 <sup>th</sup> February 2019 |           | Literacy              |
| LQ: Can I use interesting adjectives in my sentences? |           | <input type="radio"/> |
| Independent   | Supported |                       |

Teacher/ LSA highlights how much support was given (criteria?)

Self -evaluation (did the student achieve the success criteria?)

Subject focus here

We believe that children **MUST** be given regular opportunities to compare their work with the learning question, success criteria and WAGOLL within a lesson. With the support of an adult, they can then receive additional support and guidance or seek further challenges.

How this is achieved:

- Children can articulate to peers and teachers their understanding of the task and how it links with the learning question and success criteria.
- Regular 'pausing points', along with use of IWB and working wall enable children to analyse examples for success or improvement and further opportunities to magpie ideas.
- Children are given time during a lesson to re-read their work and make any adaptations/ changes.

If children have not met the Learning question or need some further support to achieve the lessons objectives the teacher or LSA will aim to give immediate feedback in the lesson. If this isn't possible, the student will be given time and support by the class teacher or LSA as close to the lesson as possible. This may happen in small groups, individually or as a whole class.