

Monkton Park Feedback Policy



Reviewed– Every three years	Curriculum Committee
Reviewed on 20/6/19	

Monkton Park Primary School

Feedback Policy

What is Feedback?

We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly in each aspect of the lesson. All feedback should have a positive tone. It should be specific, clear and appropriate in its purpose and productive in its outcomes. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

Aims of Feedback at Monkton Park

- To help pupils move forward with their learning.
- To ensure children feel their work is valued.
- To provide pupils with dedicated time to reflect upon their learning and put effort in to make improvements
- To ensure children know what they have achieved and what they need to do next.
- To provide teachers with an accurate assessment of pupil progress which is shared with the children and inform planning for the next lesson(s).
- It is essential that all teachers show a high level of rigour so that we demonstrate the highest of expectations. We cannot settle for sloppiness, mediocrity, laziness, half-hearted writing or incomplete answers.

Verbal Feedback at Monkton Park

Verbal feedback should be:

- Prompt
- Specific and clear
- Focused on the task, not the student, targeted to increase task commitment
- Explanatory, focused on improvement
- Designed to attribute outcomes to factors pupils can control
- Designed to link outcomes and effort

Written Feedback at Monkton Park

- Written feedback will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject/lesson/pupil or context. It will be the least frequently used form of feedback in most contexts.
- Following a writing 'cold task' we use a whole class feedback sheet in all year groups. This is stuck in books and discussed with the class to support the following lessons. Teachers may use whole class feedback sheets for other areas of the curriculum.
- Written feedback will model all aspects of our presentation/handwriting expectations
- When determined appropriate to use, written feedback will be a balance of the positive reinforcement of mastered skills and clear, current and actionable ideas to improve their work. This may include identifying specific issues such as key words, presentation issues, spellings, etc.; pupils should act upon these

Marking

- There is a minimum expectation for all children that all written work should be acknowledged by the teacher e.g. a tick
- Work that meets the success criteria will be highlighted in green e.g. a correct maths questions or a well used adjective.
- Use double ticks against the best parts of pupils work
- Mistakes will be highlighted in pink so that the pupil can go back to them to correct. Remember a high level of rigour to ensure things such as sloppy spellings are identified (teachers to use their knowledge of the child to know what is appropriate here)

Self marking

- Pupils can gain a lot from marking their own maths and spellings in class as it allows them to see where mistakes have been made.
- It is important that teachers use their knowledge gained from self marking to inform learning in future lessons.

Peer Feedback

- This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher. These structures are seamless and integrated into the school's pedagogic model.
- Pupils need to be well trained over time to effectively peer assess one another. This process will be led by all teachers.