



## Feedback Policy

### Principles

Feedback is an important tool to develop pupils' knowledge of themselves as a learner. Self-regulated learners who are aware of their strengths and weaknesses can improve their learning. As a school, we encourage teachers to use your professional judgement to decide when is the right time to provide verbal feedback, surface mark, detailed highlighting or when a next step comment is the right approach.

### Why give Feedback?

- To motivate
- To address a misunderstanding
- To reinforce a skill, strength or key piece of information
- To extend a child's understanding or ability to do something

Staff at Tugby Primary School are encouraged to use a **whole class feedback approach** which, typically, takes the following structure:

- Books/work is looked through by the teacher.
- Strengths and good examples are identified to share with the class.
- Individuals who require further support are identified with further support planned.
- Common misconceptions are noted and addressed at whole class or group-level. Individual feedback MAY be used if judged to be appropriate.

The above then informs the following lesson where feedback is given and children are supported to respond to this feedback. This may involve correcting errors, spellings, addressing misconceptions or making improvements following advice. The level of support needed for this ranges from identifying their own errors and areas for improvement (most children) to some needing them pointing out by a teacher or Learning Support Assistant.

Throughout the process, it is not necessary to duplicate written comments in books. However, teachers may choose to write brief comments in children's books or use stickers to motivate, if they judge this to be a good use of time. Certain spelling errors may be pointed out to individuals with the teacher rewriting the spelling and the pupil being expected to write it three times for practise. A whole class approach may also be used for spelling feedback.

You <b>WILL</b> see	
<ul style="list-style-type: none"> <li>• Evidence of whole class feedback</li> <li>• Progress made over time in children's books</li> <li>• Corrections and improvements made by pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Dated work with clear objectives</li> <li>• Teacher acknowledgement that work has been seen</li> <li>• Praise and rewards for specific achievements</li> </ul>
You <b>MIGHT</b> see	

<ul style="list-style-type: none"> <li>• Evidence of teachers using highlighters to draw out strengths (green) and next steps (pink)</li> <li>• Individual feedback from teachers in green pen</li> </ul>	<ul style="list-style-type: none"> <li>• Key spellings signalled for children to practise, particularly in English books or for key vocabulary</li> <li>• Children marking their own work in purple pen</li> </ul>
<p>You <b>WON'T</b> see</p>	
<ul style="list-style-type: none"> <li>• Extended written feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Written comments beyond a child's reading ability</li> <li>• The same comments duplicated in multiple books</li> </ul>