



Moss Hey Primary School Feedback Policy

Policy reviewed: Spring 2023

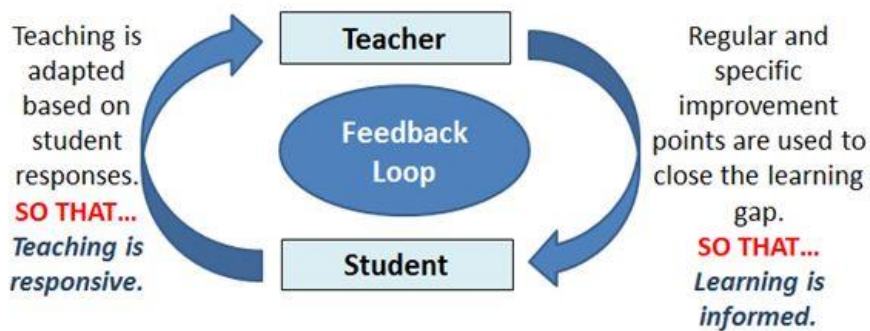
Next review: Spring 2025

Context

At Moss Hey Primary School we believe that feedback is a crucial part of the teaching and learning process.

We recognise that it is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Feedback redirects or refocuses either the teacher's or the learner's actions to ensure progress towards a learning objective is made.



Key principles

- The sole focus of feedback should be to further children's learning.
- Feedback takes many forms.
- Feedback delivered closest to the point of learning is most effective.
- When work is reviewed, it should be acknowledged through our simple highlighting system
- Written comments are not a requirement and should be used sparingly and at the teacher's discretion.
- Children use purple pen to self-assess/reflect/edit/improve/correct.

Feedback

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

- 1. Immediate feedback – at the point of learning
- 2. Summary feedback – at the end of a lesson/task
- 3. Review feedback – away from the point of learning

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils.

As a school, we place considerable emphasis on the provision of immediate feedback that can change the course of the lesson.

Focus group teaching allows adults to give children immediate feedback and scaffold the children's thinking and understanding.

Review Feedback:

Improvements / corrections: will be written or highlighted in green (Green for growth)

Positive learning against the learning objective: highlighted in blue. (Blue for brilliant)




Children responses: Children will improve, edit and correct in purple pen (purple polish) and highlight in yellow

Responding to blue highlights through review feedback:

- For simple corrections children will be given time to reflect and make amendments
- Teacher may do a whole class input before children make corrections
- Teacher may start the next lesson with a focus group addressing highlighted misconceptions

When reviewing work teachers will alter their plans for the following session if necessary either to address misconceptions or to create further opportunity for depth & challenge.

Children's work in books:

- All work must have a date
- The learning objective is recorded under the date
 - EYFS & KS1 use stickers
 - KS2 children write the L.O
 - Teachers will tick the L.O if the child has met it
- A standard approach is used when a traffic light 'challenge by choice' lesson takes place
 -  Red challenge - Working towards expected standard
 -  Amber challenge – working at expected standard
 -  Green: challenge – working at greater depth

Children draw a coloured circle next to the task they are completing to indicate which challenge it is.

- Children will use a range of recall strategies in their books throughout their learning journeys
- Teachers will give feedback in relation to the learning objective but will also give feedback on presentation, spellings and basic skills.