

Ty Coryton School: Feedback Policy.

Policy Number:		Originator:	Rachel Hackling
Issue Number:	1	Authoriser:	Amanda Morgan-Taylor
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Next Review Due:	02/2022	Policy Location:	All files/Radar

1. Introduction

1.1 'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007, *Review of Educational Research* March 2007, Vol. 77, No. 1, pp. 81 – 112)

1.2 This feedback policy is an integral part of the school's policy for Planning, Assessing, Recording and Reporting. There is not quite the same emphasis on pupils' written responses as that found in a mainstream school. The key aim is to communicate the teachers' responses to all that pupils do. It is not just about correcting pupils' work. Effective feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

1.3 Effective feedback aims to:

- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

1.4 Responses

Teachers communicate their responses to pupils in several ways:

- written responses
- Oral responses
- Providing occasions for pupils to talk about and share their work, both with staff and other pupils
- giving pupils opportunity to demonstrate their skills and display their work.

1.5 Written responses: form a lesser but still important role in giving some indication whether or not the teacher is pleased with the pupil's work. Achievement certificates, stickers and badges are awarded, and smiley faces are used where appropriate. All of these methods convey the teacher's opinion of the work. The aim is for a consistent approach which is understood and valued by pupils and their parents. Spelling mistakes, grammatical errors and factual inaccuracies are corrected and explained; but the amount of correction must not destroy the pupil's self-esteem and motivation. The teacher indicates which corrections must be done and in this way we use marking to assess what progress is made. Where it is appropriate to do

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so, pupils are given a mark, for example in spelling and number tests. For older pupils work is marked in accordance with the requirements for the examination syllabus.

1.6 Oral responses: these are the main way of communicating assessments to pupils and occur in every lesson. They are used to value, praise, instruct and advise. These responses cannot be standardised but reflect the close relationships which all staff develop with pupils. Frequent interactions between pupils and staff help pupils to know what is expected of them, to understand the task and to know how well they have done.

1.7 Encouraging pupils to demonstrate what they know, understand and can do: pupils show their work to the head of education, staff and other pupils. In the weekly assemblies, pupils' personal successes are celebrated.

1.8 Displaying work around the school: staff encourage all pupils to observe and talk about these displays.

2. Guidelines

2.1 Marking is important for assessment, achievement and target setting. It should be relevant to a pupil's ability, and comment on if an objective has been met and how. It also helps parents to understand what the child has been learning, and how well they are doing in their day-to-day lessons. At Ty Coryton we have developed a simple mark scheme that can be used by all staff. It also encourages the children to understand their own progress and targets. A poster is displayed in all classrooms, so that visitors, pupils and staff have a visual reminder of the symbols.

2.2 Marking Books

Green pen should be used to tick a child's work

Stampers -These are used on most pieces of work to show the level of support needed by the child on this piece of work:

Target/next step stickers

These are used when starting a topic or for specific individual targets for a child to work on. The class teacher has copies of these. They are used in the child's book:

- To display a key target ('My Target' stickers);
- To record achievement of individual targets ('Well Done' stickers)
- and then to indicate to the child what they need to be working on next to improve their performance ('My Next Step' stickers). They are not intended to be used every lesson but maybe several times a term.

2.3 Marking Guidelines, NC Level 1 +

It is essential that as a school we are consistent in our approach to marking pupils work. When marking the work the following guidelines must be followed:

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- Start the marking with a positive comment
- Encourage pupil to comment on what they did well whilst completing the work
- For example, writing, communication of ideas, etc.
- Encourage pupils to comment on what they feel they could improve on.

For example, correct letter formation, enough spacing between words, show workings out when completing numeracy activities, etc

- Comment on the level of support given

For example, independent work, verbal support, etc.

- Give pupils feedback on how they can improve their work and progress
- Ensure all marking is completed in green
- Add staff initials and always date
- Ensure that pupils have understood prior marking and that progress is being made.

Comments

Comments on pupils' work should focus on the positive aspects of work and the extent to which the pupil has demonstrated their learning and achievement of the lesson objectives. They may also refer back to the child's specific IEP targets, or in Literacy to a specific APP target; identify what the pupil needs to do to improve their work and achieve specific targets; or what the pupil's next steps in learning should be (see also the use of stickers as well).

The child has worked on their own with a task, once the introduction or instructions are completed.

The child has had some support during the task.

The child has had lots of adult support to complete a task ('My Next Step' stickers). They are not intended to be used every lesson but maybe several times a term.

3. Monitoring

The implementation and effectiveness of this policy will be monitored by the Senior Leadership Team through classroom and other observations, for example in the assemblies; and through regular book looks. Feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective, feedback must answer three major questions asked by a teacher and/or by a pupil:

Where am I going? (What are the goals?)

How am I going? (What progress is being made toward the goal?)

Where to next? (What activities need to be undertaken to make better progress?)

This policy sets out how effective marking, feedback and response is consistently utilised across our school to benefit all pupils.

4. Processes

4.1 Different types of feedback occur during teaching and learning at Orbis Education and Care. All forms can be delivered verbally or in a written format.

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4.2 Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For some pupils this can be noted down to record the feedback and response process.

4.3 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

4.4 Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

4.5 Self-assessment and peer assessment of the attainment and success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Feedback at Orbis Education and Care.

5. Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out in a way which allows all pupils to receive meaningful feedback and understand how to improve. It is the responsibility of the Head Teacher and Director of Education to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across all schools within the company.

6. Equality of Opportunity

All pupils are entitled to receive feedback on their work in accordance with this policy.

7. Monitoring and Evaluation

Monitoring of the policy will be done through book scrutiny led by the SMT. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes. Book Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A book scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

8. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to Age, Disability Gender reassignment, Marriage and Civil partnership, Pregnancy

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and Maternity, Race, Religion or belief, Sex and Sexual Orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Manager for the service.

Orbis will then actively respond to the enquiry.

This policy is owned by: Quality Department

Date: 24/02/2021

Signed:

A. E. Morgan-Taylor.

Company Confidential

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Name of Service	

The people listed below have read and understood the policy named above and are aware of the responsibilities they have in relation to the policy requirements.

Name	Signature	Date

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