

Wayfield Primary School



Feedback Policy

September 2018

Review date September 2019

Feedback Policy

“Feedback should cause thinking.

It should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning.”

(Embedded Formative Assessment, Dylan Wiliam, 2011)

At Wayfield, we acknowledge that feedback happens in all directions, from pupil to teacher (*“The most powerful. Feedback to teachers makes learning visible,”* Hattie, 2012), from teacher to pupil and from pupil to pupil. It should be a regular and robust part of every lesson and we understand that in order for feedback to be effective it needs to be undertaken in a climate of high trust.

Feedback is an integral part of the learning process and when given should be timely, specific, appropriate in its purpose and productive in its outcomes. It should give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

Aims of Feedback at Wayfield

- To help pupils make progress.
- To provide strategies for pupils to improve.
- To give pupils dedicated time to reflect upon their learning and put effort in to make improvements.
- To inform planning and structure the next phase of learning.
- To encourage a learning dialogue to develop between pupil and teacher, and pupils collaboratively.
- To encourage pupils to have a sense of pride in their learning.
- To encourage pupils to perfect presentation.
- To correct mistakes with a focus on literacy and mathematics skills and strategies.

Methods of feedback

Research tells us that the most effective form of feedback is verbal and is that which happens ‘in the moment’ when the context is alive (The power of in-lesson verbal feedback, Visible Learning Feedback, John Hattie and Shirley Clarke, 2018.) We give a mixture of individual and group verbal feedback in the form of conferencing, and whole class verbal feedback during mid lesson learning stops.

Forms of child-led feedback such as peer feedback, self-marking and self-review are vital. These types of feedback must be explicitly taught, modelled and reviewed over time and become an integral part of the learning process.

English and Mathematics Feedback across the curriculum

If the English standards of our pupils are to continue to improve, we must all give appropriate and targeted feedback. For pupils to take pride in their learning they must realise that spelling, grammar and punctuation are not just important in English lessons, but are essential for successful communication in all aspects of the wider curriculum.

We all have a duty to be vigilant about the standards of our pupils' mathematics, where appropriate. For example, concepts such as graphs, ratio, proportion, etc. should be monitored accurately across the curriculum.

Ongoing Research

On our journey to embed an effective feedback culture, we are continuing to research, review and build upon the key elements which have the greatest capacity to make feedback and, therefore learning effective, whether from pupil to teacher, from teacher to pupil, from pupil to pupil, between staff members in the development of pedagogical approaches or involving parents.

Signed:.....

T Williams, Headteacher

Date:.....

Signed:.....

R McDonald, Chair of Governors

Date:.....