Newton Poppleford Primary School

Pupil Feedback Policy

Rationale

Newton Poppleford Primary School is committed to providing relevant and timely feedback to pupils. Feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Recent research shows that meaningful feedback that improves pupils' work is best done during a lesson and does not need to be written.

Aims

- To motivate children to reach their full potential.

- Develop children's self-esteem through praise and valuing their achievements;

- To link with assessment in terms of individual progression and development.

- To provide children with a feeling of the value of their work

General Principles

It must be remembered that each individual child has their own needs and emotions. The class teacher will need to respond to these by giving feedback in the most appropriate way, whilst maintaining a common approach. Approaches may vary widely in Key Stage 1 and 2.

Principles of effective feedback should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be frequent and regular
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs through self and peer assessment
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process, to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set
- Be consistently followed by teachers and TAs across the school in line with the feedback policy
- Use the agreed whole class feedback sheet (see appendix 1)
- Positively affect the child's progress

Providing effective feedback

Providing effective feedback is challenging. Research suggests it should:

- be specific, accurate and clear

- Encourange and support further effort (getting a balance between support and challenge) and be given sparingly so that it is meaningful (as too much feedback can stop learners working out what they need to do for themselves.)

- Provide specific guidance on how to improve and not just tell students when they are wrong.

- Wider research suggests the feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils. Feedback can come from other peers as well as adults.

Monitoring

Feedback will be monitored termly by the Senior leadership Team and will form part of our annual monitoring cycle.

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

APPENDIX 1
Whole Class Feedback Sheet

Work to Praise and Share	Need further support

Presentation	Basic skills errors

Misconceptions and Next Lesson notes