



BATTLEDOWN CENTRE FOR CHILDREN AND FAMILIES

FEEDBACK POLICY

Committee Responsible:

Date of Policy: September 2022

Review Date: July 2023

Signed by Date

Chair of Governors

At Battledown Centre for Children and Families we approach feedback as an essential tool for planning, assessment, evaluation and learning. We aim to provide constructive feedback to every child that focuses on success, areas for improvement, is matched to learning objectives and/or EHCP (Educational Health Care Plan) Outcomes. By responding to pupils' work through constructive criticism we are able to acknowledge successes, promote a pride in personal achievement and improve standards of both learning and teaching. It is essential that feeding is consistent within all classes and clearly understood by the pupils.

Aims

- To assess if pupils have met the learning objectives in the lesson.
- To develop pupil's self-esteem and motivation by showing them that we value their effort and achievement.
- To identify areas for improvement in order for pupil to achieve their targets.
- To provide an assessment record of pupil's achievement and progress allowing teachers to plan for the next stage of their learning.

Purpose

Much of our pupils' work is practical and/or oral and as such 'book feedback' is only a small component of the feedback role of staff. Feedback on pupil's work is used to:-

- Aid learning and inform pupil of the standard of their work
- Assist in assessing and informing planning.
- Encourage and promote a pride in achievement and ensure a positive attitude to learning.
- Demonstrate to pupils a purpose and interest in their work.
- Foster discussion between teacher/LSW (Learning support worker) and pupil when feasible.
- Promote good learning and working practices.
- Allow pupils to reflect so that they can improve their own performance.
- Ensure comparability between all staff members responsible for feedback, within subjects.
- Assist in raising standards of teaching and planning for subsequent lessons.

Procedure

Methods of feedback








Within lessons there are numerous opportunities for effective and productive feedback

- Visual stampers, smiley faces and stickers.
- Written comments (Due to our pupil's reading abilities written comments may be limited and verbal feedback and visual methods will be used in response):
 - what has been done well [linked to Learning Objective].
 - what can be done to improve or next steps in learning
 - comment about what the pupil found difficult.
- Constructive comments during and after tasks which include dialogue between pupils and teachers. (YELLOW BOX where pupils can respond)
- Pupil self- evaluation: traffic light system if appropriate.
- Peer evaluation if appropriate.
- Comments linked to SOLAR statements. For moderated work we will evidence work

with clear SOLAR stages.

- Photographic evidence or video's and comments to show achievement and progress for practical subjects

Code System Stampers

Code	Stamper
2 Stars-What has been done well 1 Star-What can be improved	
Pupil Self Evaluation on Lesson Objective <i>Smiley Face: Understood it, Straight Face: Need further work, Sad Face: Found it difficult and needs help</i>	
Independent Work	
Adult Assisted Work	
Achieved Learning Objective	
Working towards Learning Objective	
Not achieved Learning Objective	

Key Principles

All teachers and learning support staff should feedback according to the following principles:

- Verbal feedback should take precedence.
- FiSH for Feedback
 - FRIENDLY so that good work and effort is honestly acknowledged.
 - SPECIFIC so it is clear where work could be improved upon using assessment or task criteria.
 - HELPFUL so that advice /next steps can be given about what to do better next time (YELLOW BOX STRATEGY).
- Rewards should be given readily to praise and motivate.
- Verbal feedback should take precedence.

- When feasible, written feedback should take place in the presence of pupils. This will give immediate feedback and strategies for improvement. These may be subject specific or relevant to My Communication and My Thinking improvements.
- Provide pupils with opportunities to assess their own work and that of their peers.
- Feedback should inform future planning.
- Pupil's work should have feedback using the stampers to inform planning and preparations for future lessons.
- A detailed piece of work should have feedback for My Communication and My Thinking once a week. This should include the SOLAR stage, two comments linking to the learning objective and identify next steps.
- Regular assessment for all other curriculum areas with feedback as appropriate.
- My Communication and My Thinking will be moderated 3 times a year. Teachers will review different stages in each class (high, middle, low) with the subject leaders and other teachers.

Monitoring

The school will ensure that these guidelines are being used consistently throughout the school through sampling written feedback and observing verbal feedback during lesson observations and scheduled work scrutiny sessions.

It is expected that Subject co-ordinators will check to see that the teachers in their departments are feedback regularly in line with the guidelines set out in this policy.

Teachers will regularly evaluate and assess all feedback within their own classroom in line with this policy.

Review

This policy will be reviewed annually

Reviewed by Leah Campbell

Date September 2022