



Article 3 - Everyone who works with children should always do what is best for each child.

Article 28 - Your right to learn and go to school.

Article 29 - Your right to become the best that you can be.

Feedback Policy September 2020

Intent

As a school, we trust in teachers as professionals to choose the best and most appropriate form of feedback for that particular child, for that particular task (see Teacher Standards, 2011).

The purpose of feedback is to:

- Encourage learners
- Unpick misconceptions
- Identify next steps
- Further challenge students with their learning

At Belmont School, we have decided to follow an ‘immediate feedback’ approach. The intention of providing immediate feedback is to reduce workload and increases the impact of what is being planned and delivered by the teachers so that pupils deepen their knowledge and understanding of the curriculum that is being taught to them.

This immediate feedback process has seen an increase in pupil performance and more notably, pupil engagement within lessons.

Why do we provide feedback?

The primary purpose of feedback is to help learners adjust their thinking and behaviour for learning to produce improved learning outcomes. Feedback is a consequence of teaching and a response to learner performance (formative assessment).

Feedback is crucial for improving not only knowledge acquisition but also learner motivation and outcome. It informs pupil progression within the lesson and overtime. Live feedback should enable pupils at Belmont School to self-regulate their learning by becoming more reflective, independent, resilient and ambitious learners.

Through this way of supporting pupils, staff will also understand what barriers are inhibiting individual pupils from making progress. This is could be home, physical, environmental or emotional barriers that may lead to further intervention from external agencies if needed (see SEND policy, Safeguarding Policy and Procedures and Mental Health Promotion at Belmont School documents).

Pupils should understand how to improve and develop because of useful immediate feedback. **This enables staff to use progression documents to support weekly inquiry plans to develop a “little and often” approach to highlight progress and next steps for ‘best fit judgements.’**

Feedback must model the language of learning:

‘Teachers check pupils’ understanding effectively, and identify and correct misunderstandings.

Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.

Teachers use assessment to check pupils’ understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.

Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately



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and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches

Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils

(School Inspection Handbook. Handbook for inspecting schools in England under section 5 of the Education Act 2005, September 2019)

Implementation

Feedback procedures will vary according to the type of learning, subject or key stage. The following procedures are agreed expectations across the school:

How we assess and give your child feedback?

Pupils are provided with a feedback in a variety of ways throughout lessons and on the OneNote. These include:

- **Verbal Feedback:** Providing pupils with instant feedback about learning.
- **Peer Feedback:** Working collaboratively with a partner to look at learning and support one another with next steps.
- **Peer Marking:** Pupils will look over other pupils learning to support with next steps.
- **Self-Marking:** Pupils will be provided with resources to edit their own learning.
- **Observations:** Pupils complete mini whiteboard work and engagement in lessons.
- **Home Learning Marking:** Pupils will be provided with supportive written or verbal comment relating to the learning.
- **Pupils absent or leaving mid-lesson due to medical, music lessons or other reasons should have their absence indicated in books.**
- **LSAs supporting individuals or groups of children will mark their books to indicate the amount/type of support given (GGS = guided group support, WS = with support, I = independent) and write initials.**

Please note:

- **Pupils should be completing learning reflections/peer reviews in purple pen**
- **Staff to use green pen only.**

Impact:

- **Robust and timely monitoring and moderation demonstrates that pupils make good or better progress over time as a result of highly effective marking and feedback.**
- **Pupil conferencing enables teachers to reshape learning and as a result pupils understand how well they are progressing and what they need to do to improve further.**
- **This document is kept under regular review and is updated in consultation with staff in phases so that it is responsive to pupils needs.**