

	<p style="text-align: center;">Policy Name</p> <p style="text-align: center;">Feedback Policy</p> <p style="text-align: center;">Date Adopted: September 2022 Date For Review: September 2023</p>	<p style="text-align: center;">Part of the</p> 
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Rational

At Middle Barton Primary School, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are also mindful of the workload implications of written marking, and of the research surrounding effective feedback.

The primary reason for marking at Middle Barton school is to inform the teachers' planning for the next lesson so that learning for all can be targeted quickly. .

Feedback to children is always most effective if given verbally during the lesson so misconceptions can be addressed quickly.

At Middle Barton research from the EEF has underpinned our feedback policy. The research shows;

The impact of oral feedback is higher, on average, than the impact of feedback overall. The average months progress is 7 months.

While oral feedback has a slightly higher positive effect on average, most schools will want to use a range of methods for providing feedback and it is important to focus on quality within each medium.

Strategies

- The Learning Objective for the session will be the main focus for the feedback. Learning objectives, and possibly success criteria, will be recorded at the start of a piece of work. This may be handwritten or stuck into the child's book.
- There is no expectation that **all** punctuation, grammar and spelling are identified or marked in every piece of work. A maximum of 5 spellings will be identified and the children given time to practise and correct.
- There is time given to children to 'revisit' work during the next session if the adult believes it to be purposeful in moving learning on.

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- Feedback can be given to the whole class, individually or to a group of children
- It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:
 1. Immediate feedback – at the point of teaching
 2. Summary feedback – at the end of a lesson/task
 3. Review feedback – away from the point of teaching (including written comments where appropriate)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils.

- Marking by adults will be in green pen
- Editing/improvements/marking by pupils will be completed in purple pen/pencil.