



Feedback Principles Policy

This policy has been produced for GEMS FirstPoint School, when 'The School' is referred to in this policy it is solely GEMS FirstPoint School that is being referred to.

Policy Adopted	August 2022
Review Cycle	Quarterly in Year 1
Last Review	November 2023



Content:

Title

Vision

Principles Of Feedback

Range of Feedback Processes

Appendices

Whole Class Feedback Sheets

Dylan Wiliam's Four Quarter Marking

FirstPoint Primary Feedback Lesson Slid

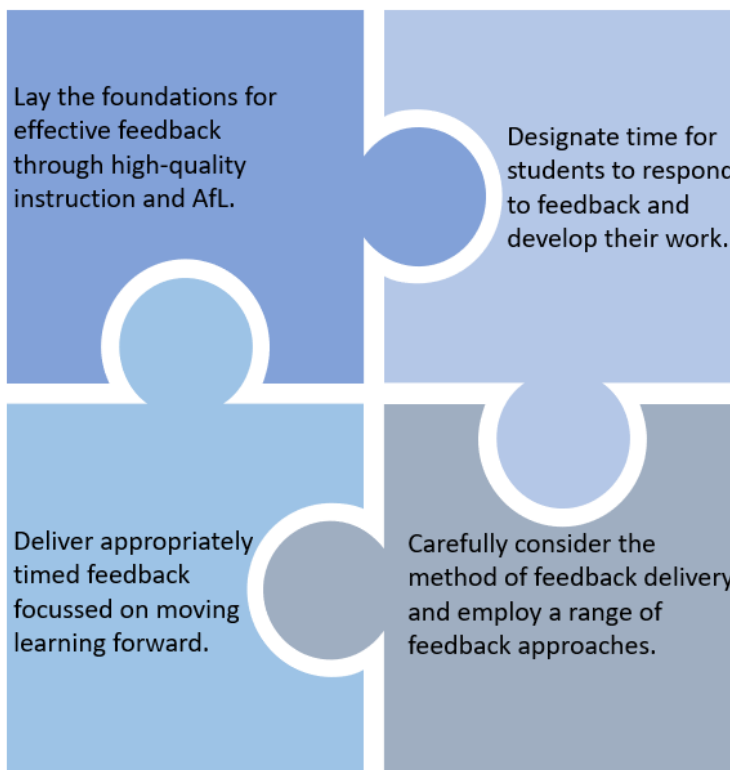
Vision

Effective and meaningful feedback is essential to student learning. As teachers, we are uniquely placed to support and guide students through the journey of learning- it is crucial that teachers evaluate the work that students undertake in lessons and use this to inform adaptations to our teaching. Ultimately, feedback is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the aim of driving pupil progress and moving learning forward. When books are marked by the teacher all marking should be meaningful, manageable and motivating. Each department and phase of school interprets the feedback principles for their own subject area. The feedback processes are scrutinised and monitored regularly to ensure that student progress is prioritised.

Each department has interpreted the Feedback Policy according to the individual needs of their subject area and has collated their own department policy document.

Our Feedback Principles are informed by

- DfE feedback publications
- Dylan William's Feedback Guidance
- EEF guidance report and research
- High Performance Learning and the 7 Pillars of HPL



Students are actively involved in the process of feedback and they are responsive agents in their feedback from teachers.

A range of feedback approaches is most effective:

1. Immediate feedback – at the point of teaching.

This can be given verbally and through immediate live marking and also involves a range of AfL processes and formative assessment strategies. Yellow box reflection space can be used to ensure students are reflecting deeply on their learning.

2. Summary feedback - at the end of a lesson/task/unit.

This may be in written or verbal form and will include some action taken by the student to develop their understanding of the specific content covered in the lesson/task.

3. Next lesson feedforward – feedback is given before the next stage of learning.

Students must spend time improving their areas for development identified by the teacher upon review of work after a previous lesson had finished. Student developments are completed in purple pen for clarity. Curriculum time should be dedicated to improvements. Whole class feedback routines are an effective way for teachers to deliver feedback and adapt their teaching practices accordingly.

4. Summative feedback – task and assessments are planned to give teachers definitive feedback about whether a student has securely mastered the material under study. Teachers must give feedback on assessments, this is marked and graded where appropriate. This summative feedback should be shared with parents when necessary and should be tracked and monitored to give an indication of progression over time. Summative feedback is vital for students working towards external exams in KS4 and KS5.



WCFS Whole Class Feedback Sheet Class _____ Date of completed work _____

Learning Intention: To review my work and make progress in my learning, in accordance with teacher feedback.
SC1: To identify any spelling punctuation and grammar errors and correct these.
SC2: To understand and be able to verbalise my own strengths and improvements.
SC3- Apply your developments (Complete in purple pen.)
Stretch and Challenge task: Design a development task that would enable you to progress to a higher level in our topic. Use the assessment ladders to help you.

Strengths	Absence Work to Complete:	SPaG Errors:
Improvements	Developments (corresponding task to develop the learning. Complete in purple pen) 1. Self-assess – proofread, edit, evaluate and redraft	
Misconceptions (individual feedback to be given):	Stretch and Challenge task	

Learning Feedback

Strengths

Improvements & Developments

Marking codes

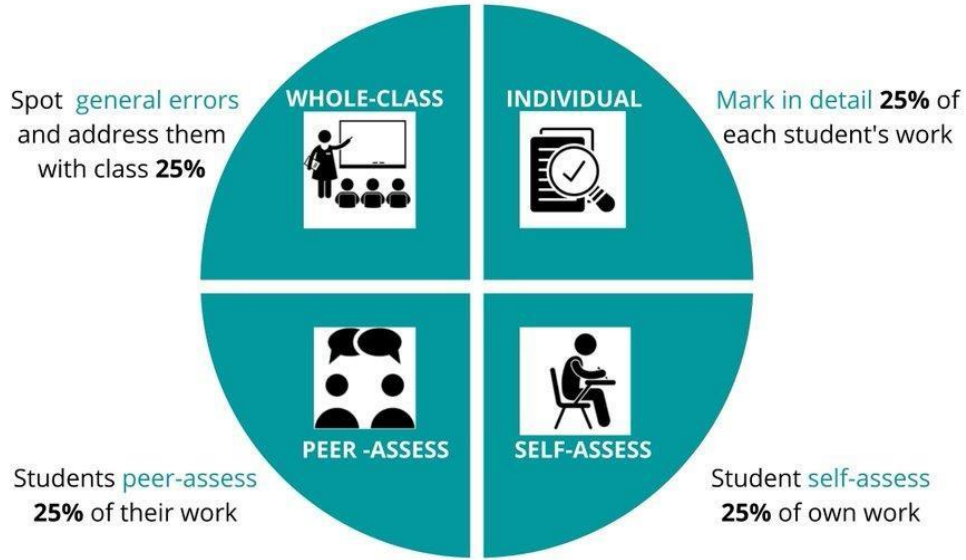
T	Teacher support		Strengths
TA	Teaching assistant support		Love it!
LSA	Learning assistant support		Improvements
PF	Peer Feedback		New paragraph
P	Punctuation		Missing word
INT	Intervention		Spelling

Deeper thinking

1. What was the most challenging part of the lesson and how did you overcome it?
2. If someone else completed the lesson, what tips would you give them?
3. What was the most important word in the lesson, why is it important?
4. Write down one thing you have learned in the lesson
5. Select one of your answers and explain how you know you are correct
6. Select a sentence or answer and try and show it in a different way



Dylan Wiliam's
FOUR QUARTERS MARKING



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