

**Feedback Policy**

**Nethergate**

**January 2020**

Review date: January 2023

**Rationale:**

Nethergate accommodates pupils with moderate learning difficulties and complex needs. Pupil ages range from 5-19. Our school community includes a diverse range of cultures and ethnicities. Our pupils have wide range of learning and social needs.

At Nethergatewe recognise that as a specialist provision for young people who have identified learning needs it is our responsibility to strive to remove these barriers and enable very child to reach their full potential. It is a necessity that all pupils have their work discussed and marked in such a way that feedback improves their learning, develops their self-confidence, raises self-esteem and provide opportunities for self-assessment.

Feedback is information given to the learner and/or the teacher about the learner’s performance relative to learning goals. This feedback can be verbal, written, or given via tests or digital technology. It can come from a teacher or someone taking a teaching role or from peers.

**Aims**

* To achieve consistency in our approach to feedback across school ensuring equal opportunities for all
* To ensure that teaching and learning opportunities meet the needs of all pupils
* To ensure that achievements and misconceptions are identified and to enable the pupil continue to make progress

**Principles:**

* Feedback practices should be manageable and applied consistently.
* Oral feedback is the most powerful. Teachers create as many opportunities for this as possible through learning conversations with students.
* Use visual and pictorial feedback to those who would benefit from this approach
* Pupils’ work is marked as soon as possible after completion and, wherever possible, in the presence of the pupil
* Feedback relates to the lesson objective/success criteria (WALT/WILF) of the curriculum focus
* Comments are succinct and accessible to the pupil. They point out successes and points for improvement
* For feedback to be effective, time for pupils to make improvements/responses is planned for. Where appropriate, teachers manage this within lessons as well as in follow up sessions.

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| **Types of Feedback** | | |
|  | **SLD** | **MLD/Higher Attaining Pupils** |
| **Acknowledgement Marking**   * Quick and frequent recognition of achievement and error. | Every piece of work should be acknowledged.  This should identify correct/incorrect responses to the task **and** level of pupil independence.  Where appropriate it will identify any ongoing targets that the learner will be able to independently address and improve (e.g. spellings or common punctuation errors). | |
| **Quality Teacher Feedback**   * Related to the learning objective * Recognises specific achievements (success criteria) * Addresses misconceptions * Identifies next steps in learning * Deepens understanding * The pupil participates in the process | **Verbal**  Alternative and augmentative communication (e.g. Makaton signs/symbols/photographs will be used to assist verbal and written feedback where appropriate)  Quality verbal feedback should be used regularly in lessons as part of effective assessment for learning practices. | |
| **Written**  Learning objective on the page. (WALT)  Where success criteria are listed teachers indicate level of achievement by highlighting (green-achieved / yellow- partially achieved)   * Pupil writes in black pen and then uses a green pen to respond to feedback or edit and improve work. * Teacher marking and feedback is in red pen   Praise must be specific and genuine, detailing achievement (not just ‘well done’)  Written comments should be positive. If work appears to be deliberately poor this should be addressed in accordance with the behaviour policy.  Agreed symbols will be used to support quality feedback | |
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| Pupil Self-Assessment | All pupils regardless of ability should be given opportunities to review their learning experiences and achievement. Photographs or video of the learning activity may be used to support reflection. The teacher’s verbal feedback will facilitate pupil self-assessment during the lesson. Outside of the lesson self-assessment opportunities include learning journals, achievement and SEAL assemblies, person centred EHCPs and one page profiles. | |
| Pupils with limited expressive and receptive language will be supported by signs and symbols. | Pupils may mark or comment on their own work in green pen. |
| Peer to Peer feedback | Due to the complex needs of our pupils teachers must make a judgement on when and how to engage pupils in peer to peer assessment. | |

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| **Feedback Symbols** |
| **Feedback to be in red pen.**  **Pupil edit/comment in green pen.**  Green highlighter – success criteria fully achieved  Orange/Yellow highlighter – success criteria partially achieved  🗹Achievement identified Target  **T** |
| **Sp** – Spelling  **?** – I don’t understand  **^** Missing word  **//** Start a new line (paragraph) **/**Start a new sentence  **I** – Independent **VP** - Verbal Prompt **PP** – Physical Prompt  **TA** – Teaching assistant support **TS**- Teacher Support  **✓** Correct ⚫ Incorrect |

**Monitoring and Evaluation**

SLT, subject leaders and phase leaders will all be involved in the monitoring and evaluation of feedback via:

* Work scrutiny
* Lesson observations
* Pupil conversations

Quality of feedback performance indicators:

* Improvement in pupils’ achievement and progress
* Consistency in feedback and marking processes across phases
* Participation of pupils in the process

**Equal Opportunities**

The feedback policy and procedures encourages the practice of inclusion for all.

January 2020

S. Wood