



Houghton Primary School

Working hard to achieve our best

Feedback Policy

Date reviewed and adopted:	1 st October 2019
Reviewed and adopted by:	TABS committee, Governing Body
Signed: Chair of governors	
Signed: Headteacher	
Date of next review:	Autumn 2022



Houghton Primary School

Feedback Policy

General principles

Giving feedback to children about their work is a very important part of the learning process. At Houghton Primary School we seek to provide feedback in an effective way which utilises time and energy well and endeavours to make a positive impact on the lives of our children.

In our school, there are two main reasons for giving feedback to a child:

- To motivate them
- We can see an opportunity to move learning on by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something

Feedback is not provided for external purposes or people. It is essentially a dialogue between a member of staff and the child. It can be given in written or verbal form, although we know that it does not need to be given in written form for it to be effective. This includes not having to record that feedback has been given.

Effective feedback is individualised and therefore based on the staff member's knowledge and understanding of the child. What works well for one child may not work well for another.

Types of feedback

Based on these principles we encourage staff to use their professional judgment to decide when is the right time to;

- provide verbal feedback (as appropriate for the child and context of learning);
- surface mark (using ticks or other symbols known by the children);
- write a next step comment (if the teacher feels this is necessary to record rather than provide verbally);
- enable children to 'mark' their own work or that of their peers.

This judgment will be based on what will most positively impact that child's progress.

Monitoring

The quality of feedback will be monitored by having conversations with the children about their learning and their work and evaluating the progress they are making as a result of the feedback which has been provided.

If there are any concerns about a child's progress, the methods of feedback used for that child will form part of the discussion and be reviewed as necessary.

Review

This policy was agreed by staff on 18th September 2019

It was reviewed by governors within the Teaching, Achievement, Behaviour and Safety Committee on 1st October 2019

Date of next review: Autumn 2022