



Our vision is **to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential**

Our values:

- ♣ **We're imaginative** - we're creative thinkers and doers
- ♣ **We're curious** - we encourage inquisitiveness and risk taking
- ♣ **We're proud** - we take pride in our school and want everyone to succeed
- ♣ **We're courageous** - we understand that we learn from our mistakes
- ♣ **We're original** - we celebrate difference

<b>Updated on:</b>	
<b>27/09/2017</b>	<b>Reviewed and renewed</b>
<b>10th June 2020</b>	<b>Reviewed and renewed</b>
<b>14th October 2021</b>	<b>Marking system changes applied</b>

<b>Date agreed by Governing Board</b> <b>14<sup>th</sup> October 2021</b>	<b>Signature of Headteacher/Chair of Governing Board</b>
<b>Date agreed for review</b> <b>Autumn 2024</b>	<b>Frequency of Review</b> <del>Annual / Two year cycle / Three-year cycle</del>
<b>Responsibility for Review</b> Headteacher and Literacy co-ordinator	

At Reay Primary we recognise the importance of feedback as part of the teaching and learning cycle and we aim to maximise the effectiveness of its use in practice.

We are mindful both of the workload implications of written marking and also the educational research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations.

The EEF research shows that feedback should

- 1) redirect or refocus either the teacher's or the learners actions to achieve a goal,
- 2) be specific, accurate and clear,
- 3) encourage and support further effort,

- 4) be given sparingly so that it is meaningful
- 5) provide specific guidance on how to improve and not just tell students when they are wrong.

We have undergone a thorough review of how feedback is given in our school. We have worked collaboratively as a staff team to both discuss, implement and review the effectiveness of different forms of feedback.

These are the core principles that make effective feedback here at Reay;

- the sole focus of feedback and marking should be to further children's learning and should be focused on the learning intention
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- pupils are encouraged to self check their learning
- peer feedback ( with clear guidelines) will also occur
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments;
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.
- written comments should only be used where they are accessible to students according to age and ability

If we bear these principles in mind, teachers will be able to assess and gather information about pupils progress and provide pupils with timely and meaningful feedback in order to progress their learning. Planning will be informed as staff will have a clear knowledge of pupils' requirements

We do not prescribe particular forms of feedback that teachers must use. Many factors will affect the teacher's individual and professional judgements about the forms of feedback they will employ. These factors include, but are not limited to age of pupils, the individual needs of children, subject being taught and the stage of the lesson.

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 the feedback closest to the point to teaching and learning is likely to be the most effective in driving further improvement and learning. As a school we place considerable emphasis on the provision of immediate feedback.

We meet regularly to discuss teaching and learning and as such the question of assessment and feedback is constantly part of the rich professional dialogue in our school. We are developing a bank of feedback techniques (see appendix) that we will be adding to and reviewing termly.

Appendix

Conferencing

The box around the work

Use of the visualiser

whole class feedback

lessons dedicated to feedback and review of work

Springboard questioning