



## **Beaumont Primary School** **Feedback to Pupils Policy**



The Beaumont family endeavours to create a love of lifelong learning, grow healthy resilient minds and develop aspirational future citizens. Our children will make a difference by leading by example, showing tolerance and compassion within a diverse world and being an active and valuable part of society.

### **INTENT**

At Beaumont, we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. 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 effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so it is meaningful.
- Provide specific guidance on how to improve and not just tell students when they are wrong.

Feedback can be in a variety of forms and we are conscious of over reliance on written feedback and concerns about its effectiveness. At Beaumont we aim to ensure that marking is meaningful, manageable and motivating. The Department for Education's (DfE) research into teacher workload has highlighted written marking as a key contributing factor to workload. This has prompted Beaumont, working in collaboration with 'Primary Alliance, Supporting Schools' (PASS) group, to investigate alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations and those of the DfE's expert group.

Our core principles on feedback are:

- The focus of feedback should be to further children's learning.
- Feedback should ensure that effort is praised.
- Feedback should be consistent and accessible to children according to age and ability.
- Feedback delivered closest to the point of action is most effective, and as such, when delivered in lessons is more effective than comments provided later.
- Feedback can be delivered in many forms – not just written.
- All children's work should be reviewed by teachers at the earliest opportunity for it to impact upon future learning. When work is reviewed, it should be acknowledged in books.

### **Inclusion**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way we make judgements about how successful we are being at promoting racial and gender equality and including pupils with disabilities or special educational needs.

In all these principles, we would acknowledge the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

## **IMPLEMENTATION**

<b>Type of Feedback</b>	<b>What it looks like</b>	<b>Evidence (for observers)</b>
Immediate	<ul style="list-style-type: none"><li>• Takes place in lesson with whole class, individuals or small groups.</li><li>• Often given verbally to pupils for immediate action following on from 'over the shoulder' marking.</li><li>• Includes teacher gathering feedback from teaching including white boards, learning in books etc.</li><li>• May involve use of a learning support assistant to provide support or further challenge.</li><li>• May redirect the focus of the teaching and/or task.</li><li>• May include annotations to guide learning.</li></ul>	<ul style="list-style-type: none"><li>• Lesson observations</li><li>• Some evidence of annotations to guide learning</li><li>• Progression in book</li></ul>
Summary	<ul style="list-style-type: none"><li>• Can take place at any given time during the lesson or at the end of a lesson.</li><li>• May take the form of self or peer assessment against an agreed set of criteria.</li><li>• Often involves whole groups or classes.</li><li>• Provides an opportunity for evaluation of learning in the lesson e.g. showing a good model (visualiser) or mini plenaries.</li><li>• In some cases, may guide a teacher's review feedback.</li></ul>	<ul style="list-style-type: none"><li>• Lesson observations</li><li>• Some evidence of self and/or peer assessment</li></ul>
Review	<ul style="list-style-type: none"><li>• Takes place away from the point of teaching.</li><li>• May involve written comments/annotations – <b>see key</b>.</li><li>• Spelling corrections (individually related).</li></ul>	<ul style="list-style-type: none"><li>• Acknowledgement of work completed (may confirm self-assessment)</li><li>• Written comments/action if appropriate</li></ul>

## **IMPACT**

The pupils will be more actively involved in the learning process via the new feedback system. Feedback will be more instant and have a quicker response to enable learners to move quickly through learning towards challenge or embedding concepts. This creates aspirational classrooms. By creating the opportunity for immediate reflection the learning process would be more intrinsic and therefore more meaningful.

Policy written September 2019 by S. Postle  
Review September 2022



## Beaumont Primary School



### Feedback Key

LO ✓ - Learning Objective Achieved

LO ~ - Learning Objective Partially Achieved

LO X - Learning Objective Not Achieved


G - Guided by Teacher / TA

S – Supported by Teacher / TA


I – Independent

TC- Teacher Conference

Sp  - Spelling Error

 - Punctuation Error

U- Underline please

 - Next steps

P/SA - Peer / Self-Assessment

### Beaumont Vision

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## **COVID 19 Addendum – June 2020**

Being absent from school for such a long period of time, children now more than ever need reassurance that they are doing well and that their efforts haven't gone unnoticed. Some children may have been engaged in home schooling with lots of praise and support from adults in their household, others may have found learning at home quite a stressful time. Although children will need to know where they have made mistakes in academic activities set, we must ensure children are praised at every opportunity for doing well.

When returning to school, children will produce their written learning on sheets. The children's work will stay in school at all times and when not in use, it will be kept in their individual tray on their desk. The children's sheets must not be collected in by the teacher, nor marked by the teacher. The sheets must not be passed to a partner for peer marking.

For children to know if they are achieving, verbal feedback will be given, maintaining social distancing. This verbal feedback may be 1:1 or whole group. It may involve using the visualizer (the children placing their own learning under it), the interactive whiteboard to go through questions or the teacher going through the answers and the children self-marking – in pencil. There will be no need for children to include the marking symbols on each piece of learning.