



## Feedback Policy

**MEADOWFIELD**



## Feedback Policy

At Meadowfield School feedback is a core element to learning; "We all need people to give us feedback. That's how we improve" Bill Gates.

### Aims

- ✓ To ensure that all pupils are challenged and their achievements are celebrated
- ✓ To ensure that pupils are encouraged through feedback to improve and extend their learning
- ✓ To ensure that feedback develops in line with the needs and ages of the pupils throughout their time at school.
- ✓ To ensure feedback is consistent, clear, relevant and useful to the pupils
- ✓ To give clear guidance for all staff

### Purpose

- ✓ To ensure that pupils are aware of their steps to success at an appropriate level
- ✓ To assess whether learning outcomes have been met
- ✓ To celebrate success
- ✓ To develop self-esteem and resilience
- ✓ To encourage pupils to reflect on their learning and to see mistakes as part of the learning process.

**Practice:** Effective feedback must be:

- ✓ Related to the learning outcomes
- ✓ Active and 'in the moment'
- ✓ Used to promote self-esteem through celebration of achievements linked to class reward systems
- ✓ Used to promote self-reflection through identifying areas to improve
- ✓ Used to promote reflection of how others feel through peer feedback
- ✓ Reviewed to ensure areas to improve have been addressed
- ✓ Supported and promoted by all staff
- ✓ Used to inform future planning

### Feedback in Action

As a school with a wide ranging population both in age and in needs feedback needs to be bespoke to phase and class groups to ensure it is relevant to the pupils. There does need to be consistent approach across the school so that the pupils understand and are familiar with the key expectations as they move through the school.

The school has a unified approach using pink and green however the implementation of this differs in each phase and faculty.

Green = Great

Pink = Think

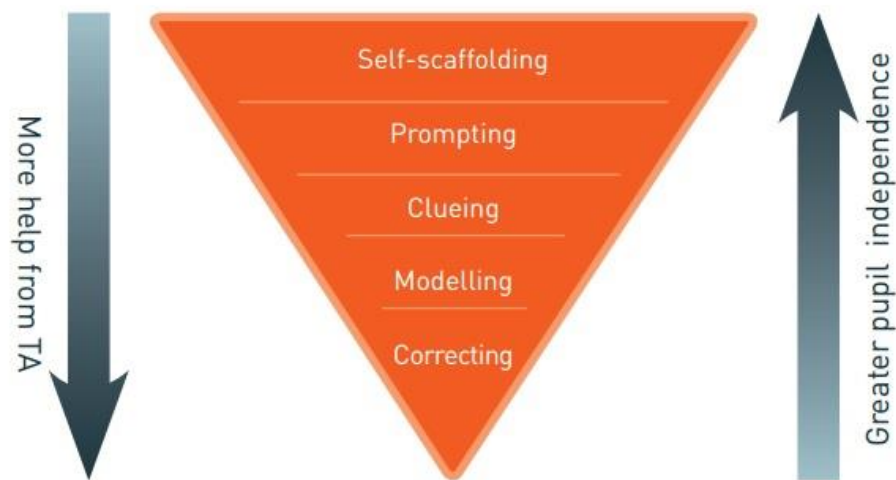
In addition, a number of other techniques can be used across all phases to ensure feedback is relevant to the pupil; one technique is '**live feedback**' whereby an adult sits with a pupil as they work and explains how to improve as they go along so that positive aspects can be celebrated in person and misunderstandings can be addressed instantly. Another technique is '**impact**

**feedback'** to assess the pupil's understanding of new concepts through adult/pupil communication at the time of new learning to ensure new concepts are fully understood.

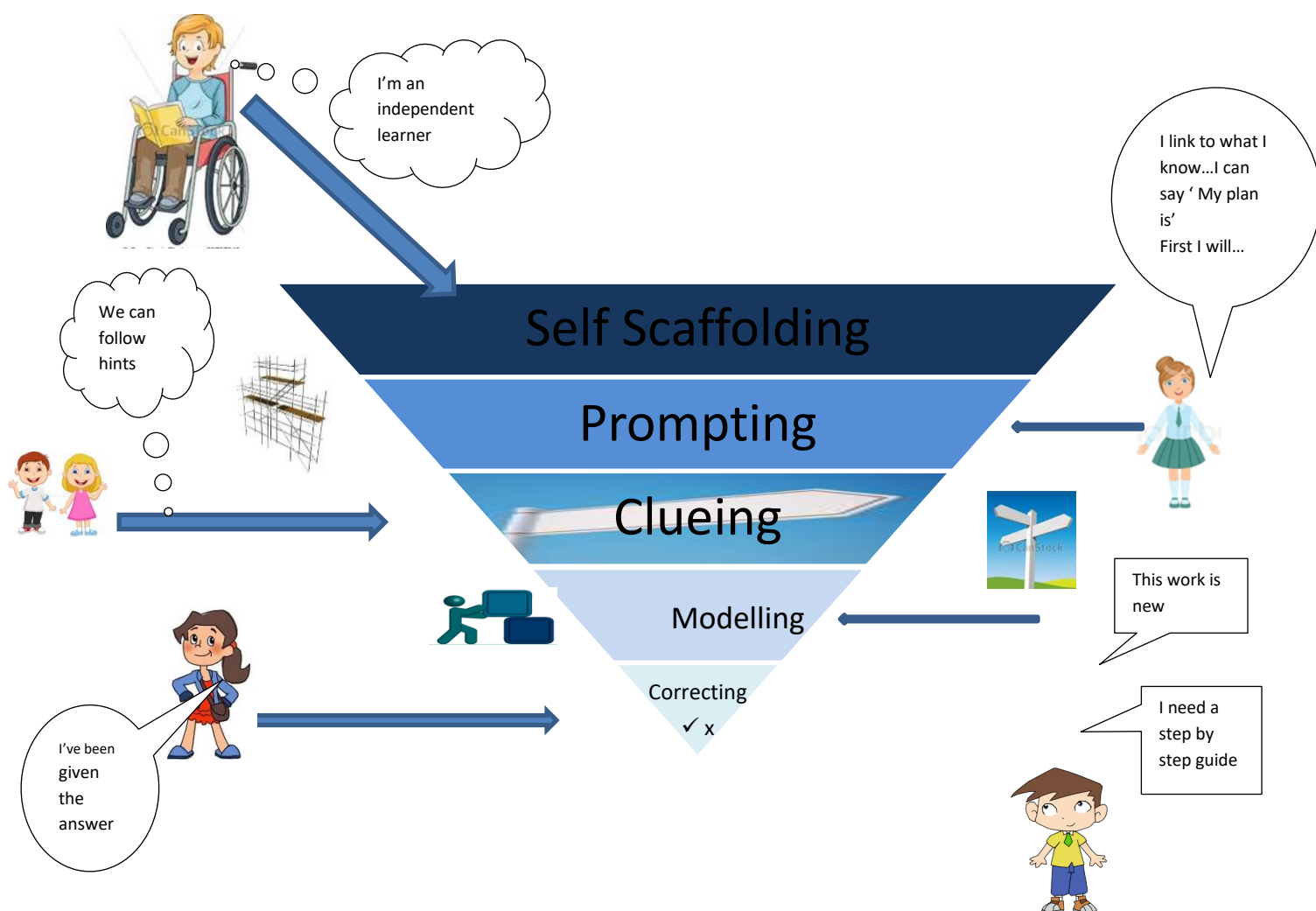
Cognitive science research shows that we learn something when we have to think hard about it. Robert Coe says "learning happens when people have to think hard".

In all classes there is a high level of adult support. Targeted adult support can have a positive impact on learning when pupils are supported to think and learn for themselves. The following diagrams provide a visual image of the stages of adult support – giving the answer (correcting) should very rarely be the outcome.

### For Adults



## For Pupils



## Phase and Faculty Diversity

### Early Years

Pupils in Early Years learn through well designed teacher directed active learning tasks and scaffolded pupil directed learning. Feedback is linked to the Characteristics of Effective learning and is communicated 'in the moment' verbally, through gesture or sign and reward tokens.

Feedback is bespoke to the class and pupil learning needs. Classes have bespoke reward systems, which are 'in the moment' to reinforce feedback.

### Explore Pathway feedback may include:

- Verbal feedback supported with green and pink fans
- Verbal feedback given to the pupil with a written comment on the assessment sheet highlighted in pink and green so that adults are clear on pupil's next steps.
- Paper based work highlighted in pink and green with the pupils identifying next steps and/or any corrections.
- Self and peer assessment with, if appropriate, a comment written by the pupil or their peer or a comment by the peer/pupil recorded by an adult.

- Feedback is bespoke to the class and pupil learning needs. Subject led pupils work toward merit tokens.

#### **Enquire Pathway** feedback may include

- Verbal feedback given immediately
- Verbal feedback given to the pupil with a written comment on the assessment sheet highlighted in pink and green so that adults are clear on pupils next steps.
- Written comments on work, highlighted in pink and green or written in pink or green pen with clear next steps and/or corrections to be reviewed at the start of the lesson.
- Self and peer assessment with, if appropriate, a comment written by the pupil or their peer or a comment by the peer/pupil recorded by an adult.
- Formally marked work which is reviewed at the start of the next lesson.

#### **Sixth Form**

Feedback is bespoke to the class and pupil learning needs.

Sixth Form feedback and marking will include

- Verbal feedback given immediately
- Verbal feedback given to the pupil with a written comment on the assessment sheet highlighted in pink and green so that adults are clear on pupil's next steps.
- Written comments on work, highlighted in pink and green or written in pink or green pen with clear next steps and/or corrections to be reviewed at the start of the lesson.
- Self and peer assessment with, if appropriate, a comment written by the pupil or their peer or a comment by the peer/pupil recorded by an adult.
- Formally marked work which is reviewed at the start of the next lesson.

#### **Faculty diversity**

##### **PSCN Faculty**

The pupils in Engage classes have profound, severe and complex needs which include physical and sensor impairments. Feedback may include:

- On body signs
- Eye gaze
- Eye contact
- Non-verbal communication
- Gestures
- Verbal feedback
- Choice making
- Continuing an interaction based on the pupil interaction or response
- Adapted environments giving sensory feedback such as resonance board, eye gaze,
- Pupils will have individual indicators of achievements such as clapping hand, specific verbal sounds

##### **ASD Faculty**

Staff working classes for pupils with ASD will have a range of feedback techniques which will be individualised for pupils. These may include:

- Visual supports
- Visual timetables
- Choice making
- Sensory circuits
- Verbal feedback
- Written feedback in pink and green
- Self-reflection and peer feedback

##### **SLD Faculty**

Staff working in classes for pupils with SLD will have a range of feedback techniques which may be individualised for some pupils. These may include:

- Written feedback in pink and green


- Verbal feedback
- Visual supports
- Choice making
- Self-reflection and peer feedback

## Equality and Diversity

Meadowfield School is committed to equality of opportunity for all pupils and staff in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions. We strive to educate, promote and celebrate the wider diversity of society within our school community.

Links to other policies

- Curriculum
- Teaching & Learning
- Assessment, Recording and reporting
- Homework and Home Learning
- Special Educational Needs & Disability

 <b>School Policy Approved by Leadership Team</b>	
<b>Policy Adopted</b>	Date: September 2022
<b>Policy Approved</b>	Date: September 2022
<b>Next Review</b>	Date: Academic Year 2023/24