



Feedback Policy

Approved By:	Governing Body
Date:	Jul 2023
Review Date:	Jul 2025
Signed:	

Introduction

At Victoria Road Primary School, feedback is an integral part of the learning process and our learning and teaching philosophy.

- Self and Peer Assessment
- Reflection time embedded
- Verbal Feedback that has impact
- Celebrate Marvellous Mistakes/Risk Takers

FeedBACK
↓
Move FORWARD

The focus of assessment in schools is continually shifting towards assessment for learning rather than assessment of learning. Assessment for learning involves providing feedback that helps pupils to improve their work and develop their learning skills. This type of feedback is more focused on the process of learning rather than just the final product. With this in mind, we have actively moved away from a school 'marking policy' for the following reasons:

1. Time Constraints: Marking can be time-consuming, especially if it involves providing detailed written feedback on every pupil's work. This can lead to a focus on quantity over quality, which may not be helpful for pupil learning.
2. Limited Impact: Research has shown that marking alone has limited impact on pupil learning. While it can provide useful feedback, it is not enough to help pupils make significant progress. Other forms of feedback, such as verbal feedback, self-assessment, and peer assessment, can be more effective in promoting learning.
3. Pupils may not engage with it: Marking in school books can become a passive exercise for pupils, where they simply receive feedback without actively engaging with it. This can result in a lack of motivation and interest in the feedback, and little improvement in their learning.
4. Development of independent learning skills: By focusing solely on marking, pupils may become overly reliant on their teacher for feedback. This can limit their development of

independent learning skills, such as self-assessment and peer assessment, which are important for long-term success.

The most effective feedback is delivered at the point of learning, is related to a specific learning intention, outlines success and provides clear next steps. Thus, at Victoria Road, high quality feedback is described as being timely, relevant and as moving learning forward. We have four main components in our feedback policy which include verbal feedback, live marking, self-assessment, and peer assessment. Reflection time is embedded within the school day and learning process, to ensure that pupils have the opportunity to act on feedback. In-line with our Growth Mindset philosophy, pupils celebrate marvellous mistakes and recognise them as a fundamental part of the learning process. Therefore, pupils are not afraid to take risks and be curious in their learning.

Verbal Feedback:

Verbal feedback is an essential part of our school feedback policy. Teachers provide verbal feedback to pupils through one on one conversations, focus group discussions and whole-class feedback. Verbal feedback is an effective way to provide personalised feedback to pupils and to develop their learning skills. Feedback is clear, specific and relevant to the learning objectives. It is positive and constructive and focusses upon what pupils have done well and what they can do to improve.

Live Marking:

Our teachers also use live marking to provide immediate feedback to pupils during class time. During lessons, teachers observe pupils as they work and provide feedback on their work in real-time. This allows pupils to make corrections and improvements while they are still working on their tasks. This allows pupils to make immediate improvements to their work and helps to reinforce the feedback they receive.

Self-Assessment:

Self-assessment is a critical component of our feedback policy. Staff model self-assessment effectively in the learning process. We encourage pupils to engage in self-assessment by providing them with clear learning objectives and success criteria. This helps pupils to understand what they need to do to be successful and to assess their own progress towards these goals. Self-assessment helps pupils to take ownership of their learning and to develop their critical thinking and self-evaluation skills.

Peer-Assessment:

We also encourage pupils to engage in peer assessment, where they provide feedback to their peers on their work. Staff model peer-assessment effectively in the learning process. This helps to develop their critical thinking skills and their ability to provide constructive feedback. Peer assessment is an opportunity for pupils to learn from each other, to share ideas, and to develop their learning skills. Teachers provide guidance and support to pupils to ensure that peer assessment is carried out in a constructive and respectful manner, using criteria that are aligned with the learning objectives.

Therefore, while marking in school books still has a place in providing feedback to pupils, our policy instead uses a range of feedback techniques and approaches that are appropriate to the learning goals and needs of individual pupils. We believe that these approaches are effective in helping pupils to improve their learning outcomes and to develop their critical thinking and self-evaluation skills. They are used in a consistent and structured way, to provide feedback to pupils that is timely, relevant and moves learning forward.

Chair of Governors