



Christchurch Junior School

A member of **Twynham Learning**

Feedback Guidelines

At Christchurch Junior School, 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 guidelines are underpinned by the evidence of best practice from the Education Endowment Foundation, OFSTED and other expert organisations. Several systems of feedback were trialled and reviewed within vertical teams in order to ensure the pupils at Christchurch Junior School receive purposeful and effective feedback which cascades standards of excellence within every class.

Through these guidelines we will ensure a consistent approach to feedback in which all staff are clear about the purpose and expectations of providing high quality feedback regularly. Every child deserves a world class learning journey and providing feedback is pivotal in ensuring that pupils make good progress in learning through our curriculum. We are committed to ensuring that children attending Christchurch Junior School understand how they can make excellent progress in order to access the next steps in their learning.

Key Principles:

Our guidelines have, at its core, a number of principles:

- the sole focus of feedback and marking is to raise standards in **every** child's learning ensuring that no child is faced with a glass ceiling – no lid is put on any child's potential.
- whole class verbal feedback is specific and purposeful, identifying examples of excellent outcomes and key misconceptions.
- outstanding work and/or excellent contributions during the lesson are discussed and celebrated. This is evident in the form of the "Wall of Excellence".
- feedback is an integral part of the school's wider assessment processes and provides challenge to pupils in lessons, allowing them to make excellent progress
- communication between teacher and learning support assistant is effective and drives standards forward through identifying next steps and bespoke interventions for specific children. This communication is through the Feedback Form.
- metacognition and self-regulation approaches within teaching and learning will support pupils to think about their own learning more explicitly, by teaching them specific strategies for evaluating their, or their peers', learning.

Feedback - the process:

1. After key lessons (*see below*), the teacher completes a Feedback Form
2. If a child has met the Learning Objective, it is highlighted pink.
3. If a child has not met the Learning Objective, their name is put in the "requires further support" section of the form and then receives a short intervention from either the LSA or teacher. The Learning Objective is NOT highlighted. *The Learning Objective will remain unhighlighted even after targeted support has taken place.*
4. Up to three spellings are corrected with the word underlined and "sp" written in the margin.
5. During the following lesson outstanding work/learning/attitude is praised and those children put their name on the Wall of Excellence.

6. During the following lesson, misconceptions are addressed to the whole class.
7. Any child that has had significant additional support during the lesson will have a T or LSA written in the margin of their book in order to be clear that the outcome was with adult support/intervention.

Maths:

If the LO has been met, the class teacher will pink the LO on the contents page at the front of the book. If they have not met the LO, the class teacher will write MEN (More Evidence Needed). If a child is absent, an A will be recorded on the contents page.

Same day / next day interventions take place for those who have not met the LO in order to ensure the learning gap is closed.

Feedback Forms are not used in maths. Marking in maths (Maths No Problem) forms part of the lesson where misconceptions are addressed immediately and children are given the opportunity to correct their mistakes or extend their learning with additional challenges.

When a Feedback Form is used (KEY LESSONS):

Feedback Forms will be written for all *key* lessons in the following subjects: English, science, geography, history and RE. Typically, these take place at the end of a unit. In English this will be weekly where children build up to an extended piece of writing, to use the skill that they have been practising during the week.

At Christchurch Junior School we recognise that **all** lessons are building blocks of skills and knowledge but not all lessons will require a Feedback Form. In these cases, meaningful and purposeful verbal feedback will be given either to the whole class or to individual learners.

It is important to remember that Feedback Forms are primarily a means of communication which will lead to an intervention. Therefore, high quality, instant **verbal** feedback is provided during lessons that do not require targeted support: art, PSHE, computing, music, languages and PE / Games.

Verbal Feedback

At Christchurch Junior School, impactful verbal feedback is part of everyday practice within lessons and is also given when reflecting on previous learning using the Feedback Form. Verbal feedback provides children with the opportunity to address misconceptions immediately. It also enables excellent work to be celebrated within the lesson.

We do not acknowledge in children's books where Verbal Feedback is given as this level of recording is unnecessary.