



Gulf British Academy

Feedback Policy

Whole School Approach

Introduction

Feedback is vitally important as it forms a part of the learning, teaching and assessment cycle. Our policy is underpinned by research from the Education Endowment Foundation and other expert organisations, including research into Growth Mindset.

At GBA, we no longer spend hours marking children's books. Instead, we meet them individually during pupil conferences and discuss their progress and next steps. This allows for more time to plan exciting and engaging lessons whilst also giving children vital one-to-one feedback time.

Aims of the policy

To establish a consistent approach to the way work is assessed and feedback is given, so that pupils value and have a clear understanding of where they are and where they need to be.

The principles behind the feedback system

- The sole purpose of feedback is to further children's learning
- Feedback delivered closest to the point of action is most effective
- Positive and constructive comments highlight where a child has done well and, importantly, how they can improve – reinforcing GBA's "I can't do it ... **YET**" philosophy
- Praise is given for persistence, effort and resilience rather than being "clever" fostering a Growth Mindset

- Manageable for the teachers. Feedback is only one aspect of the teacher's role and should not take up such an amount of time that teachers are unable to effectively carry out other aspects of their job
- Fair and consistent practice undertaken by all staff

Why we feedback on children's work

The core aims of feedback on children's work are:

- To provide opportunities to give praise and encouragement and to show we value their work
- To motivate children to want to produce high quality work and make progress
- To reinforce the standard being aimed for
- To teach children to recognise what they do well
- To help children to improve their work through the setting of challenging, but achievable targets
- To allow children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is all right to make mistakes, but then good to learn from and remedy them
- To evaluate if teaching has been effective and inform the next steps of planning

Feedback at GBA

Pupil conferencing and verbal feedback

We believe that creating an ethos where children speak freely about their learning enables them to articulate their self-evaluation as well as more accurately inform teachers of their strengths and weaknesses.

At GBA pupils will spend 15 minutes every two weeks in a 'pupil conference' with their teacher. During this time the teacher will use effective feedback methods to discuss each child's progress and next steps. A conference slip must be filled out.

During lessons, teachers give effective feedback to students at the point of action. The language of the classroom gives a strong message to children about their achievement and the teacher needs to use positive language during lessons and pupil conferences.

Types of feedback

- Immediate feedback – at the point of teaching
- Summary feedback – at the end of a lesson/task
- Review feedback – away from the point of teaching (pupil conferences)

Traffic light system feedback

Next to the Learning Objective (LO), a coloured highlighter is used to indicate the success of the student.

- **Green** indicates where children have successfully met the LO
- **Orange** indicates where children have attempted to meet the LO but are as yet insecure
- **Red/pink** indicates where children have not met the LO

Written feedback

- Teachers are not required to give any written feedback in pupil's books
- All written feedback should be on pupil conference forms
- Teachers should still tick or dot (if an answer is incorrect) work during and after lessons
- "VF" should be written where verbal feedback is given (during and after lessons)

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To be reviewed: Annually by September
Responsibility: School Development / Key Stage Coordinators