

PMS Feedback Policy

PENKRIDGE MIDDLE SCHOOL



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1. Introduction: The purpose of feedback is to inform a student, as to whether their work is correct or not, to give guidance to a student on how to improve their work further and to give recognition of and a feeling of value to the efforts made by the child.

2. PMS Principles of feedback:

- 'Live' Immediate verbal feedback should be regularly used in lessons to provide students with improvements and praise whilst also informing learning and teaching.
- Peer and self-assessment should be regularly encouraged using clear & simple success criteria.
- Effective questioning and use of 'Think pair share' will result in effective feedback during lessons.
- DO NOW tasks and learning checks are important times in the lesson to give feedback to the whole class. This may include the discussion of common misconceptions. A good time to do this is straight after reviewing a set of books or after a test has been sat.
- Regular whole class feedback is an effective way for teachers to provide feedback to students by allowing them frequent opportunities to improve and act on misconceptions. This method of feedback will at times result in no written feedback from teachers appearing in books; this is because teachers will be developing next step tasks to address the misconceptions they have seen.
- Feedback should be worded in a positive tone and take account of a student's capabilities, both in the ability to complete the work but also to read/understand the feedback from the teacher
- Feedback should be regular to show that we value students' work. WAGOLL (What a Good One Looks like) awards should be awarded for outstanding pieces of work and/or effort.
- WAGOLL can be used to model what a good piece of work will look like and provide students with feedback for how they can improve.
- Feedback should give the child a clear general picture of what they have achieved so far but also to give them clear advice on how to improve using "FIX-ITs".

3. Implementing the Policy:

- As a school, we have standard rules that apply to all pieces of work (e.g. the date and title/learning intention should be underlined).
- Teachers should write in red (or pencil in art) and students should respond in green. (Students are allowed to use different coloured pens in their book to record key points).
- Feedback should relate to the learning intention and success criteria.
- Teachers should get students to check/proof-read their work prior to having it assessed. This will encourage students to become 'assessment capable'.
- Self and peer assessment should be used, encouraging the use of success criteria to do this.
- It is acceptable for children to tick their own work in self-assessment feedback and then for the teacher to pick up on misconceptions. Every page does not have to be acknowledged by the teacher.
- Teachers may write the next step as a number, which is then written on the board in the next lesson for the students to act upon. This helps promote assessment capable learners through a higher level of student engagement in the process.
- All teachers should also mark for grammar, punctuation and spelling, using in line with the whole school guidance.
- Spellings and errors pointed out should be kept to a manageable amount that is realistic and not demoralising to a student, whilst also moving them on in their learning. Spellings may be corrected for a child to write out 3 times or they may be instructed to use a dictionary.
- Feedback for SEND/lower ability students should be very clear and easy for them to understand and act upon.
- At regular intervals staff should give feedback that students should act upon. This includes the use of FIX-IT sessions, where staff and students focus on responding to feedback, correcting mistakes and moving forward in their learning.

- Following feedback, time should be given for students to respond to the feedback. This may include a whole class discussion of common errors or misconceptions, students responding to comments by writing back, students completing corrections, the teacher/TA working with a small group and some students doing extension work. This should be weekly for core subjects.
- Following assessment, students should receive feedback based on their performance in the form of question level feedback.
- Once feedback has been given, a raw score and grade (Working Towards/Expected Standard/Great Depth) can then be given to pupils.
- Middle Leaders should complete regular book scrutiny for the books in their subject area. This should focus on feedback, but also on whether correct methods and learning intentions are being taught and whether students' work shows progress and appropriate adaptations for learners
- Books/work will be looked at during lesson observations and learning walks.
- If teachers have any questions/concerns they should contact their subject leader/line manager or the Head Teacher who is responsible for standards.
- Parents will be given the opportunity see their child's books during the parent's book look evening. If they should have any concerns regarding feedback or attainment they should first speak to the subject teacher. If unresolved they should speak to the subject leader, then the head of curriculum or a member of the senior leadership team if still unresolved. Our office staff will assist in directing parents/carers to the correct person.

Key: PP= Pupil Premium LAC= Looked after children SEND=Special Educational Needs or Disabilities AfL= Assessment for Learning

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