



**PARKSIDE COMMUNITY  
PRIMARY SCHOOL**

# **Live Feedback Policy**

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# PARKSIDE COMMUNITY PRIMARY SCHOOL

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## 1. Rationale

At Parkside Community Primary School, we are guided by the three key principles; meaningful, manageable and motivating when it comes to providing feedback that enables pupils to progress their learning.

## 2. Aims

We provide feedback to:

- Ensure every child makes progress every lesson.
- Ensure that every child feels valued, and their achievements recognised in every lesson.
- Offer pupils precise praise and feedback for development based on the skills that they have used within the lesson (related to the unit of work and National Curriculum)
- Promote pupil's awareness of the skills they are using during their learning journey so that they are able to make progress as independent learners.
- Implement assessment for learning to address misconceptions and provide stretch and challenge where concepts are secure.
- Provide a basis both for summative and formative assessment and inform individual tracking of progress.
- To inform future lesson-planning.

## 3. Principles

- Feedback should be motivating and meaningful, inspiring pupils to strive for achievement and build their confidence as independent learners.
- Feedback should be meaningful (in line with N.C. skills) and provided live during lessons so that pupils make progress every lesson.
- Pupils will respond to live feedback in green pen. Therefore, pupils' progress in every lesson will be clearly evident in green pen.
- Feedback should always be precise and based on skills-based success criteria for the lesson.
- Feedback should be appropriate to the age and ability of a pupil.
- Feedback should be conducted with the child through a discussion; ensuring the pupil's understanding before moving on and allowing the pupil time to reflect and record their progress.
- To reduce cognitive load, feedback should be applied to small extracts of a pupil's work.
- Where teacher's/ teaching assistant's feedback is written in comments; handwriting should align with Parkside Community Primary School's handwriting policy.



- Where teacher's feedback includes written comments, this should be in black pen. Where teaching assistant's feedback includes written comments, this should be in purple pen.
- In Maths, feedback should be guided by "Mastery Stickers" (see appendix 1)
- Feedback can be delivered to focus groups of 4 – 6 pupils or one to one.

#### **4. How we provide feedback:**

- Feedback takes place live, during the lesson.
- Feedback is conducted one to one with pupils or with focus groups of 4 – 6 pupils.
- Teachers discuss and respond to pupils' work based on the skills-based success criteria of the lesson.
- Feedback is precise in praise and next steps for progress.
- Feedback is always based on skills.
- Yellow highlighter is used to identify small extracts of pupils' work to assign feedback to. This reduces cognitive load and refines feedback to specific skills.
- Feedback be delivered by the teacher or teaching assistant (with guidance from the class teacher)
- Feedback will be evident in the progress pupils have made – this will be recorded in green pen.

#### **5. Early Years and Foundation Stage**

In Early Years, ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals. Much of children's work in the EYFS is practical therefore, the majority of feedback is delivered verbally. When observing children, it is important to provide instant, constructive feedback, focusing on success and what the child should do next. Systematic observations and assessments are made of each child's achievements, interests and learning styles. These observations feed directly into assessment and planning to create a efficient planning of relevant activities and opportunities for each child.



Appendix 1

<p><b>Answer</b></p>	<p><b>"What's the question?"</b> If this is the answer, what could the question have been?</p>		<p><b>"What's wrong with this?"</b> Can you explain what is wrong with the example below and correct the error?</p>
<p><b>Draw it!</b></p>	<p><b>"Draw it"</b> Create a pictorial model (bar model, cherry diagram etc) To support equation.</p>	<p><b>Explain</b></p>	<p><b>"Reason it"</b> Explain to your partner how you know. Remember to use the star words!</p>
<p><b>Prove it!</b></p>	<p><b>"Prove it"</b> Prove it with a drawing or explanation.</p>		<p><b>One Harder, one easier.</b> Pupils create one question harder and one easier and explain what it is that makes them harder or easier.</p>
	<p><b>"Find a pattern"</b> Can you see a pattern (in the numbers)? Can you see a pattern in the answers?</p>		<p><b>"Before and after"</b> What came before? What comes next? Explain how you know</p>
<p><b>Maths Story</b></p>	<p><b>"Tell a story"</b> Make up a real-life story using your equation/numbers or shapes.</p>	<p><b>Odd one out</b></p>	<p><b>"Odd one out"</b> Find an odd one out and explain why it doesn't fit. Could another one be the odd one out? Why?</p>
<p>What's the same?  What's different?</p>	<p><b>"What's the same and what's different?"</b> Explain what's the same and different about two items/ numbers / equations.</p>		