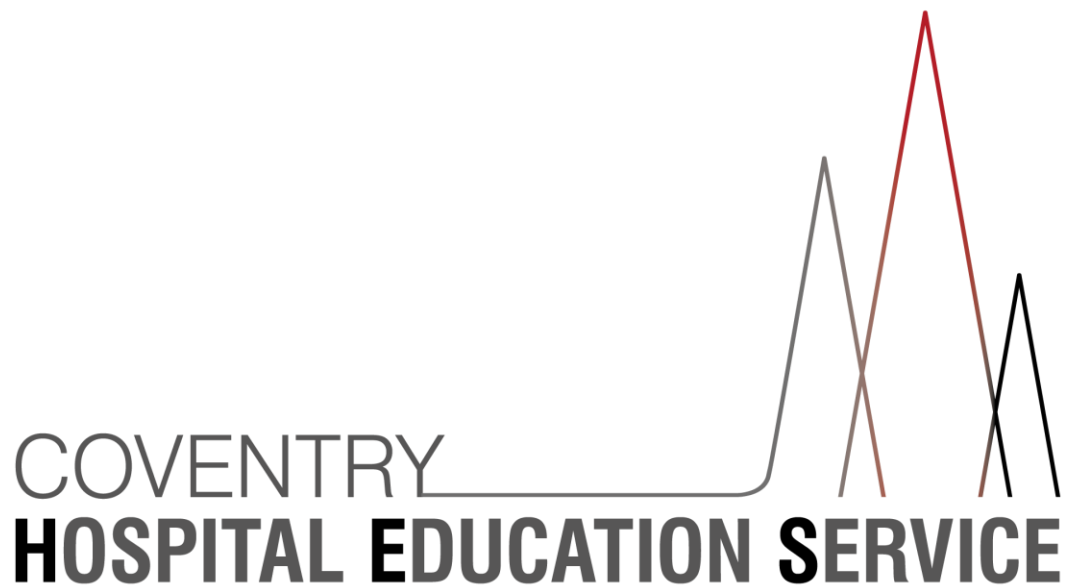


Feedback Policy



Hospital Education Service



'BUILDING BRIDGES TO BRIGHTER FUTURES'

INTRODUCTION

At the Hospital Education Service we understand the importance of providing effective feedback to all our pupils regardless of age and ability. Meaningful feedback enables learners to know and understand their progress and achievements and identify areas for improvement.

To be most effective this policy must be applied consistently across the Service.

Our policy is intended to be used to:-

- Monitor and evaluate pupils' progress and identify next steps to achieve progress
- Be standardised and used across the Service
- Be accurate in its ability to feedback on progress and achievement
- Promote self-esteem, encourage pride in good work and celebrate success
- Enable challenging targets to be set
- Give evidence for assessments, records and reports

KEY PRINCIPLES OF THE POLICY

- Feedback will relate to learning objectives and targets
- Learners will be given the opportunity to reflect and respond to comments made by teachers and/or peers
- Learners will be engaged in the process

DIFFERENT FORMS OF EFFECTIVE FEEDBACK USED BY THE HOSPITAL EDUCATION SERVICE

Effective feedback comes in different formats, this policy covers:-

- **Verbal Feedback** – regularly used across the whole service
- **Feedback on Accurate Use of SPaG** – codes for which are used and understood by all
- **Light Touch Marking** - shows work has been seen and read regularly
- **In Depth Feedback** – more thorough and involves the learner in reflecting and consolidating/extending new learning.
- **Peer / Self-Assessment** – used when appropriate

Verbal Feedback

Verbal feedback is very important. As a result of the way much of the Hospital Education Service works, verbal feedback is a regular and highly effective feature. Within the hospital setting for example a child may be in a lesson for such a short time that verbal feedback is the only possible way of ensuring there is dialogue between student and teacher regarding the work. Within the home tuition setting verbal feedback is constant, since the 1 to 1 situation demands regular discussion, reflection and evaluation. At Whitmore Park Annexe, small group sizes mean that live marking through individual and collective verbal feedback is used to address misconceptions and enhance learning.

Feedback on accurate use of SPaG

Feedback on the accurate use of spelling, punctuation and grammar is consistent across the service using agreed marking codes (see below). Not every punctuation mark, grammatical error or spelling has to be corrected every time, but students know and understand the codes and these are displayed at the front of books (inside front cover) and in classrooms.

Marking Codes	
G	Grammar
WO	Working out
Sp	Spelling
Cap	Capital letter
P	Punctuation
?	Meaning or sentence is unclear
^	Word missing
I	Independent
G	Guided
S	Support Needed
P	Prompt Given

Light Touch Marking

Light touch marking is acknowledged by the initialising and dating of work which has been looked at by the teacher. Evidence shows that this form of marking does not have any notable impact on pupil progress and therefore teachers will not spend excessive time ticking and flicking; it is instead a method by which teachers and learners can remain in continued dialogue inside/outside the classroom should any errors/misconceptions come to light during this process. Light touch marking might include the date, ticks, SPaG corrections or **brief** comments.

In Depth Feedback

This form of feedback should only be used when the teacher feels a learner will benefit from detailed written feedback that will further their knowledge and understanding or challenge misconceptions. In depth feedback might be given on pieces of extended writing or extended responses to a written stimulus. Teachers will provide feedback using a prepared STAR sticker which is placed in the student's book:

- S**- Strength - an area of success
- T**- Target – a target to work towards
- A**- Action – an action to take to work towards developing skill/knowledge/understanding
- R**- Response – students respond to the action

Strength Target Action Response	
S	
T	
A	
R	

In depth feedback leads to PR (Pupil Reflection) which the service refers to as STAR Time. This allows learners valuable time and opportunity to discuss and act on the advice and guidance given by their teacher/peer. In order to benefit fully from the opportunities provided by STAR Time, as much time as is necessary should be given in lessons to ensure learners are able to practise, develop and/or extend skills, knowledge and understanding which are then more likely to be transferred from working memory to long-term memory as a result.

Self / Peer Assessment

Within the Hospital Education Service there are limited opportunities for peer assessment. However, where possible this should be used in conjunction with self-assessment techniques.

Recognising Effort in Lessons

Effective feedback forms part of a learning dialogue between teacher and student about understanding, progress and targets. Parents/ carers are also notified of their child's progress in every subject on his/her school report. At the end of every term, students who show consistently high effort are rewarded with a postcard or phone call home and qualify for a £5 gift voucher. Conversely, students whose work effort falls below expectation on a regular basis can expect teacher interventions in the form of a phone call home, a three-way meeting and/or short-term targets to improve performance (further information can be found in our Positive Behaviour Policy).

For students on Home Tuition and for students who are being taught at UHCW, their work effort will be recognised using the numbers 1-3 as time with each student is spent one-to-one:

- 1 – Excellent effort
- 2 – Good effort
- 3 – Unacceptable/Unsatisfactory effort

This information will be recorded on Home Tuition/Hospital record sheets.

The Hospital Education Service 'Feedback Policy' has been shared with and agreed by all staff.

The leadership team uses this policy to assist with monitoring teaching and learning across the service; it forms part of the book/work scrutiny process and supports the leadership team in its evaluation of the effectiveness of the curriculum's intent, implementation and impact.