Effective Feedback at Priors Hall

At Priors Hall, feedback creates a link between the teachers and the student's learning, demonstrates an appreciation for their effort and resilience and provides crucial information about next steps in learning. This fosters an environment where children understand what they are doing well and what they need to do to improve and provides opportunities for reflective learning.

Priors Principles of effective feedback

- Feedback should be timely, specific and clear.
- Feedback should clearly denote what a learner is doing well and what they need to do to make progress.
- Teachers should assess learners understanding frequently during the lesson through questioning, peer and self-assessment, digital feedback, annotated feedback and verbal feedback
- Feedback should be independently actionable and accessible to learners and advance their outcomes and progression
- Dedicated time should be given to the learner to reflect and respond to their feedback.

What feedback looks like at Priors Hall

- Teachers will use questioning through discussion and verbal feedback to inform their teaching and understanding of students' learning.
- Teachers will assess students' knowledge and understanding frequently during the lesson using a range of tools and techniques
- Teachers will highlight high quality work and clear examples of achieving the lesson or national curriculum aims in green (Green for good).
- Teachers will highlight work to be reviewed or edited in pink (pink for think).
- Students will use purple pen to respond to feedback and this will evidence access to feedback from the teacher.
- PP and those identified as working below in that subject will be visited 'first and fast' by the teacher to receive written or verbal feedback in every lesson.

Green (good)	High quality work and success within the learning criteria
Pink (think)	Work to be reviewed or edited specified by verbal feedback
Purple	Children responding to feedback and challenge

Digital feedback

Learning completed on or supported by the use of iPads will also be reviewed following the same expectations as written work with green and pink highlighting

used. Feedback will be recorded as a voice note or a comment from the teacher and learning reviewed and edited by the child.

Safeguarding Statement

Safeguarding is everybody's business. Priors Hall – a Learning Community has an unwavering commitment to safeguarding to ensure that: all our children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm. In essence, we instil a culture of vigilance.

All concerns should be given to our school Designated Safeguarding Leads: **Jenny Forshaw (DSL) Jacqueline White (Assistant Headteacher and DDSL), Tess McQuade (Headteacher and DDSL), Justin Pye (Assistant Head and DSO), Charlotte Brazier (Assistant Head and DSO), Alex Crawford (Nursery Lead Teacher and DSO), Lucy Nisbet (SENDCo and DSO) and Calla Haycock-Hall (Pastoral Lead and DSO).**

- In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must report this immediately to the DSL or to a member of the Safeguarding Team who will make a referral directly to Northamptonshire Multi-Agency Safeguarding Hub (MASH) on **0300 126 7000**.
- If a child or other person is at immediate risk of harm, the first response should always be to call the police on **999.** This policy applies to all adults, including volunteers, working in or on behalf of Priors Hall – a Learning Community.
- If a concern is in relation to a member of staff at Priors Hall (who is not the Headteacher), please contact Tess McQuade on **01536 216090** to report this concern.
- If a concern is in relation to the Headteacher, please contact the Chair of Governors (Matt Miller) via email on SBoak@IFTL.co.uk or IFTL Safeguarding Lead (Kim Kemp) via email on KKemp@iftl.co.uk