



Willow Grove Primary School Positive Feedback Policy

Philosophy <i>We believe that:</i>	Principles <i>Therefore we intend to:</i>	Procedures <i>This will be achieved by:</i>	Performance <i>This will be assessed by:</i>
<p><u>Verbal</u></p> <ul style="list-style-type: none"> • As professionals we are responsible for ensuring that our own behaviour and interactions with others are of a very high standard at all times. • We have a Staff Code of Conduct Policy that reflects our belief that all relationships in school are vital to progress and ethos. • The language used should be fit for purpose and not distract from the message. • The language chosen should take into account the varying needs of the children with regard to the child's understanding, dyslexia and social and communication language difficulties. 	<p>Provide an essential and positive relational role model for the pupils in school.</p> <p>Lessen the anxieties felt by the children.</p> <p>Use minimal speech techniques.</p> <p>Ensuring clarity of speech and language.</p> <p>Focus on the message</p> <p>Carefully select our words and be assured of the message we want to give.</p>	<p>Addressing other staff members in a polite and respectful manner, considering:</p> <ul style="list-style-type: none"> • Tone of voice used. • Volume of voice. <p>Using a sensitive verbal approach, that focuses on the positive attributes of the relationships and behaviours or learning rather than the negative.</p> <p>Informing new members of staff of Policy requirements.</p> <p>Ensuring that the amount of language and speech is appropriate to the task or situation.</p> <p>Holding the positive feedback policy in our thoughts throughout the working day.</p> <p>Refreshing our training on language delivery on a regular basis.</p>	<p>Observation of:</p> <ul style="list-style-type: none"> • The adults within the school environment maintaining an ethos of calm. <p>Observation of:</p> <ul style="list-style-type: none"> • The language used within the school environment maintaining an ethos of calm. <p>Observation of:</p> <ul style="list-style-type: none"> • The language used within the school environment maintaining an ethos of calm.



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<p><u>Verbal Continued</u></p> <ul style="list-style-type: none"> • Pupils should be encouraged to speak respectfully to each other at all times. • Pupils should be encouraged and guided to talk about themselves and their abilities and friendships in a positive way. 	<p>Make explicit the expected pupil behaviours and responses.</p> <p>Highlight positive examples of relationships using attachment friendly language that is shown by staff and children.</p> <p>Provide time and opportunity for discussion and learning.</p>	<p>Displaying advice for emotional regulation and the appropriate social language.</p> <p>Giving opportunities for: Curriculum opportunity Circle time. Role play. Group meetings</p>	<p>Daily record sheets will reflect a decrease in the use of inappropriate language.</p> <p>Speaking and listening opportunities will be monitored through Motional and B Squared</p>
<p><u>Non-verbal.</u></p> <ul style="list-style-type: none"> • As professional adults we can utilise non-verbal forms of communication to reinforce the calm ethos of the school. • We recognise that the use of our faces and bodies can be read or misread by children around us. 	<p>Use non-verbal interaction when appropriate to minimise the disruption of the pupils learning.</p> <p>Use non verbal interaction to acknowledge both appropriate and inappropriate behaviours.</p>	<p>Using any/all of the following means of non-verbal communication:</p> <ul style="list-style-type: none"> • Smiles/frowns • Thumbs up/down • Any appropriate silent gestures/facial expressions • Carefully thought out body language. • Visual timetables. • Reference to visual targets. • Using appropriate proximity to calm emotional situations. 	<p>Observed calmer, quieter classroom environments</p> <p>Staff observed using non-verbal communication.</p>



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<p><u>Written.</u></p> <p>All written forms of feedback including targets and objectives should be responsive to the needs of the individual and support and extend their learning.</p>	<p>Ensure that written feedback is appropriate to context, whether that be emotional, academic, relational, behavioural or social.</p> <p>Ensure that all written feedback models a cursive script - when appropriate, and is within the child's reading ability.</p>	<p>Carefully choosing language that supports the ethos of responsive feedback, e.g.</p> <ul style="list-style-type: none">PositiveChallengingRelevantSensitiveUseful <p>Level of independence -and is ultimately of value for the development of learner and their stages of learning.</p> <p>Consistency and clarity of marking - teacher comments in green, peer marking and comments in black.</p>	<p>Providing opportunity to share good examples of responsive feedback amongst the staff.</p> <p>Children are able to retrospectively discuss the comments made about their learning and act upon it.</p> <p>Observations of comments done during sharing of good practice.</p>