



## St. Mary's Catholic Voluntary Academy



**St Ralph  
Sherwin**  
Today Rather Than Tomorrow

### **Our Mission statement:**

'Let the light of Jesus shine through in all we think and say and do'

### **Feedback Policy**

The main aim of this policy is to support all staff to successfully and consistently support all pupils' next steps in learning, by the provision of useful feedback.

Feedback is completed to move the children on in their learning and to aid the teacher assessing the progress and attainment of the children. Quality feedback is good practise and should be informative and serve a purpose.

Research has shown that consistent and effective feedback, as documented in this policy, has a significant impact on raising achievement, and it informs future planning.

### **Key Principles**

This policy recognises that the key principle which underlies effective feedback for pupils is the need to celebrate the things which children can do well, and support with the development of aspects which require improvement.

- All work which a pupil produces should be valued.
- Feedback should be expressed in a way which the pupil will clearly understand according to their age, ability and understanding.

### **Purposes of our feedback policy**

- To support all types of learners to recognise where they are being successful and where improvements can be made
- To provide a regular form of tailored communication between the adult and pupil
- To provide precise feedback on how a pupil's work matches with intended outcomes
- To provide specific models/suggestions of improved ways of working
- To provide opportunities for pupils to make improvements to their work both in the lesson and in subsequent lessons
- To develop supported and independent skills of reflection and review, including peer feedback as appropriate
- Any feedback including marking should make a difference to the pupil

## **Feedback in practice**

Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching/ during task
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching – usually at the start of the next lesson in that subject.

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving progress, especially for younger pupils.

The primary method of giving feedback at St Mary's will follow the procedure below:

The teacher will review the work completed by pupils noting in their mark books:

- The work to praise and share
  - Need of further support
  - Notes on presentation
  - Basic skills error
  - Common misconceptions and notes for the next lesson
- Key issues for all children will be fed back to all children at the start of the next lesson\* and an opportunity will be given to correct errors or to improve work. Children in KS1 and KS2 will edit their work in a red pen. Children who need more bespoke support will get this from classroom adults during this time.
  - The impact of this will be reviewed after this lesson as learning moves on.

No annotations or comments are expected in the child's book – these will be at the discretion of the teacher.

\* [Feedback may be given at a time other than at the start of the next lesson – including during register time or bespoke sessions where appropriate – this is particularly encouraged in RE – where the use of 'heads, hearts and clouds' will be used to encourage improvements of further thinking around specific aspects of AT1, 2 or3]

## **Frequency of Feedback**

Detailed feedback in English will be completed at the start and end of each unit of work. This may be via use of the teacher mark books; more formal written comments in the book, via verbal feedback, quality peer or checked self assessment. The piece of work marked in detail may be referenced through jottings in the child's book – but not always.

Feedback in mathematics will provide regular confirmation of where children are achieving correct responses. Modelling of preferred strategies may be included as needed for individuals. Self assessment in maths by giving children the correct answers at the end of a piece of work is encouraged.

Assessment and Feedback in Religious Education (RE) will be at least weekly. Termly RE assessments will be formally marked.

Peer and self assessment will be used to give children the opportunity to reflect on their own successes and areas to improve and to help to provide that feedback for others.

Feedback that is verbally completed with the child is encouraged – especially while the children are working so that they can make an immediate change/correct a misconception. There is no need for the verbal feedback to be written in full but some markings can be made to support the feedback.

Staff are actively encouraged to use ways of giving feedback that works for them and their class – aiding them to maintain a healthy work life balance.

### **Feedback & assessment**

All feedback should contribute to formative assessment and should feed directly into the short term planning in order to respond to current needs. It is assumed that work without a code has been completed without assistance. This will be taken into account when assessing and moderating work.

#### Foundation Stage

In Foundation Stage the main form of feedback for children will be in the form of verbal interactions. Adults will seek to build children's confidence and understanding by responding to the significant things which children do or say. Verbal feedback can serve to highlight the positive aspects of children's contributions and to suggest other ideas and ways forward.

#### Key Stage 1

Children in key Stage 1 will be supported to improve their own work and correct their mistakes by class adults in small groups. As much feedback as possible should be verbal.

Through Year 1, children will be introduced to self and peer assessment. This will be in the form of green for growth (not secure with the learning) and tickled pink (secure with the learning). The importance of precise verbal and written feedback which children can respond to during the lesson is a key strategy for securing progress.

#### Key Stage 2

From Y3 children (apart from new joiners) will have developed a secure understanding of the importance of using verbal and written feedback in order to confirm what they are good at and what requires improvement. It will be vital to continue to reinforce the message with children that work should show evidence of improvement as a result of verbal feedback, marking and self reflection. Progress and improvements should be particularly celebrated and rewarded.

Peer/ self assessment should be used regularly to support the learning and understanding of what is required.

## KS2 Self and peer feedback

In Key Stage 2 children will be expected to conduct regular self-checking and review against specific criteria. Peer feedback will take the form of:

- Structured responses to another pupils work to look for evidence of specific aspects (avoiding generalized and superficial comments)
- A bank of comments may be introduced for use by children e.g. This work shows good examples of.....
- As part of mini and final plenaries children will share an example of a classmates work and be directed to look for examples of features in the success criteria. A comment for improvement may also be requested
- Peer marking can include a star and a wish model using peer partners, peer and self-marking and evaluative feedback. Acknowledgement always relates to the learning intention.
- In Ks2 children self-assess and put their book in a colour coded box to indicate their understanding of the learning.

## Marking Codes

✓ or ? will be used when there is a right or wrong answer • spelling mistake/green dot

All classes use a pink highlighter (tickled pink) to show that the learning objective has been achieved and a green highlighter to show further improvements are required.

In all key stages within English, feedback is used to identify achieved learning objectives and next steps to be taught within cold and hot tasks. The feedback book will support identification of groups with similar needs.

There is an agreed list of symbols to support the process. These symbols are as follows: ? (Check it makes sense) ^ (up skill word choice or word omission) • (3 successful learning outcomes) → (3 next steps based on sentence builders). These can be used by adults and children during marking.

### Support codes:

No need to write 'I' if the work has been done totally independently.

I = independent in total or indicate a section.

AS = adult supported (including heavy reliance on provided content /vocabulary / phrases).

C = Challenge Work (particularly in maths but not exclusively).

### Spelling

- Write SP in the margin and or underline some words for self checking.
- Write a correct spelling at the end of the work and ask child to copy out 3 times

## **Presentation of work.**

Every piece of work should be:

- Acknowledged with a black tick to show it has been read
- Dated - short date in maths; long date in other subjects. (KS1 and SEN children will work towards this)
- Have title that reflects learning objective phrased. (This may be printed)
- Identify letter formation issues / misuse of capital letters / reversal of numbers.

**The adult's handwriting should be a good example of our school handwriting style.**

## **Monitoring of Feedback**

<u>Type</u>	<u>What it looks like</u>	<u>Evidence (for observers)</u>
<u>Immediate</u>	<ul style="list-style-type: none"> <li>? Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>? Takes place in lessons with individuals or small groups</li> <li>? Often given verbally to pupils for immediate action</li> <li>? May involve use of a teaching assistant to provide support or further challenge</li> <li>? May re-direct the focus of teaching or the task</li> <li>? May include highlighting/annotations according to the marking codes.</li> </ul>	<ul style="list-style-type: none"> <li>? Lesson observations/learning walks</li> <li>? Some evidence of annotations or use of marking codes/highlighting</li> </ul>
<u>Summary</u>	<ul style="list-style-type: none"> <li>? Takes place at the end of a lesson or activity</li> <li>? Often involves whole groups or classes</li> <li>? Provides an opportunity for evaluation of learning in the lesson</li> <li>? May take form of self- or peer- assessment against an agreed set of criteria</li> <li>? In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>? Lesson observations/learning walks</li> <li>? Pre- and post-teaching based on assessment (interventions and boosters)</li> <li>? Evidence of self- and peer-assessment</li> </ul>
<u>Review</u>	<ul style="list-style-type: none"> <li>? Takes place away from the point of teaching</li> <li>? Provides teachers with opportunities for assessment of understanding</li> <li>? Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>? May lead to targets being set for pupils' future attention, or immediate action</li> <li>? May involve written comments/annotations for pupils to read / respond to</li> </ul>	<ul style="list-style-type: none"> <li>? Acknowledgement of work completed</li> <li>? Written comments and appropriate responses/action</li> <li>? Adaptations to teaching evident from future work</li> </ul>

### **Addendum to feedback policy**

Following on from COVID lockdown all teachers will now be marking one third of books daily, (English, Maths and Come and See) this will also include teaching assistants marking another third and peer marking for the final third. This ensures that the teachers will have marked all books by the end of each week. This will allow teachers to focus on identified gaps to revisit daily.