

# **English Martyrs**

## **Catholic Primary School**



## **Feedback Policy**



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*Through Christ we believe, inspire, achieve.*

### Feedback Policy

#### Mission Statement:

*Through Christ we believe, inspire, achieve.*

#### Rationale

English Martyrs Catholic Primary School aims to develop all pupils as confident, enthusiastic and effective learners. Each learner, taking into account their learning differences, is encouraged to develop academically and creatively with the ability to think, question, discuss and evaluate.

We promote personal and social skills. All pupils are encouraged to join in a wide variety of experiences in addition to those associated with the classroom. The pursuit of qualities such as enthusiasm, confidence and self-belief prepare our pupils to believe that they can succeed.

At English Martyrs Catholic Primary School, we strongly believe that marking and feedback assists and supports pupils, promoting a sense of value and motivation, which informs and enhances their learning and identifies ways in which they are able to take their learning further. It is not based on content or subject knowledge alone but also assesses skills required to fulfil a task. Marking and feedback encourages children to reflect on their own achievements and to celebrate success.

#### Aim

The purpose of this document is to describe our current feedback procedures and the ethos underpinning these. Feedback is an essential part of learning and teaching within the school. Feedback helps all stakeholders see what children's learning capacity is, and how they are progressing.

#### Purpose of Feedback

- To further develop learning.
- To encourage pupils and develop confidence and self-esteem
- Assess a pupil's learning and understanding
- Develop understanding of what pupils are good at and provide opportunities for success
- Tracking progress and indicate achievement
- Recognition of achievement through a variety of learning preferences
- Informs planning and provides a basis for future foci for learning

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**A non-negotiable principle of marking at English Martyrs is that ALL completed pupils' work will be marked using one of the various approaches outlined below.**

#### Quality Teacher Feedback

Quality Feedback can be written or verbal and will differ according to the age of the pupil. It should be regular and frequent. Feedback will be against the learning objective and identified key skills and will follow the principle of identifying successes and areas for improvement. Whenever possible feedback will take place whilst the pupil is working, as we believe, that this will have the most powerful impact on their learning. Children are to be given opportunities to improve their work and reflect on previous learning at the start of lessons. This may involve teachers reviewing targets (which will be displayed in classrooms) after the marking of earlier work or through the children being given time to look at their own work and respond to comments written by the teacher.

#### Written Feedback

Written feedback needs to be consistently applied across the school, however these will vary depending on the age of the child. Teachers will use their professional judgement as to when an Overall Comment needs to be written - guidance for comments can be found on the 'Effective Marking Feedback Sheet' for Mathematics and on the 'Improvement Prompts Sheet' for Literacy.

- Titles will include an outline of the activity, the learning objective and skills are to be displayed under the title, the teacher is to indicate if the pupil is working towards or has achieved learning objective/skills for that lesson
- Teachers can identify positive aspects of the pupils work through the use of a tick
- Teachers recognise effort as well as quality by linking effort to specific skills and understanding and taking into account learning differences

#### Discussions with Pupils

- Verbal feedback must relate to the learning objective. This can be via 1-1, in groups or whole class. Bullet points written by an adult in KS1/Lower KS2 and by the pupils in Upper KS2 provide evidence of what has been discussed
- Strengths will be identified and discussed followed by a focus on areas to develop.
- If verbal feedback takes place whilst the child is working then key words, that represent the discussion, can be written in the margin or circled. From that point onwards there should be evidence of improvement within the work
- In Upper KS2, through discussions with staff, pupils will identify their own strengths and next steps to progress; these can be recorded through the use of conference sticker, written comments under the work, learning ladders or success criteria
- Examples of work will be used during feedback and pupils will be given time to reflect either as individuals, in groups or as a whole class

#### Self or Peer Written/Oral Feedback

It is important that as part of Assessment for Learning the pupils in Upper KS2 have the opportunity to peer assess. This will be against the success criteria, Learning Objectives or Key Skills, using a success and improvement approach. Pupils will be taught to respect and value the work of others and that all pupils learn and present their work in different ways. Throughout KS2 and Year 2 pupils to self-assess their work. They will use success criteria or learning ladders

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to help them identify the strengths within their work and identify areas that they need to focus on to improve their work.

### Observations of Pupils

Observations of pupils are an essential part of monitoring pupil's progress in the Early Years Foundation Stage. Observations can be both formal and informal. In the EYFS observations will focus on child-led and adult- led activities. These observations will inform staff of pupils understanding.

- In EYFS observations are used continuously. Pupils are then assessed/tracked for the purpose of future planning and for pupil profiles
- All pupils will be assessed against the Key Skills and feedback given
- Verbal feedback will guide the children through focused tasks and staff will tell the children how to improve their work whilst they are working with the child
- Mini iPads with 2Build a Profile will be used to record and log pupil assessments
- Levels of involvement and characteristics of early learning are identified

### Marking Approaches and Codes across the Curriculum

- It is vital that every piece of work is dated
- All pieces of work will indicate how the pupil completed the task; S.A.I. – supported after input, I.A.I. – independent after input, guided work, small group work, paired work, **this will be included in titles**
- Progress towards key skills will be identified on title sheet through the use of a tick or WT (working towards)
- Achievement will be recognised in relation to individual children's abilities and praise will be given
- Written comments will be kept to a minimum and are informative for pupils, staff and parents
- Improvement prompts inform the pupils, in a positive way, how to move their learning forward. The teacher will use their professional judgement to decide when this approach is appropriate.
- Missing punctuation e.g. full stops, commas, capital letters will be indicated through the use of a short green line children will be expected to make these corrections (KS1 & 2). If written marking is completed without the pupil being present, then the punctuation may be written in by the teacher. If correcting capital letters this will be written above or over the pupil's work. In EYFS teachers will scribe, using the school's handwriting formation, to mediate the pupil's writing and model punctuation as deemed appropriate
- Correction of Spellings
  - A squiggly line underneath a word indicates that a spelling needs to be corrected. KS1 the spelling will be written at the end of the work and 3 lines drawn to indicate the spelling of the word needs to be practiced
  - KS2 'sp' will be written in the margin and the word spelt incorrectly will be underlined for the child to correct
  - KS2 a square symbol is drawn in the pupil's book, and the pupil can correct this independently, the pupil also writes the word on a post-it to take home and practice. The teacher will decide when this approach is appropriate.

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- Phonetical approaches to spellings are used during discussions with pupils. When modelling the correct spelling dots and dashes are used, however this should not interrupt the flow of the pupils writing.
- // Two slanted lines indicate where a new paragraph should be
- ^ Indicates unfinished work and also a missing word
- • A dot indicates a mistake has been made in Mathematics and where appropriate in other curriculum areas
- • ✓ A dot followed by a tick indicates that the pupil has corrected their mistake made in Mathematics and where appropriate in other curriculum areas
- \* to indicate where improvements can be made in the child's work both the teacher and the child can use this. The improvement can be written at the end of the work or on a piece of paper, glued at one end, over the original work
- Work annotated with 'corrections discussed' means that the child has received support/guidance with corrections
- 😊 Smiley faces can be used by both the pupil and the teaching staff. The pupil will use these to indicate their level of understanding and confidence. Teaching staff will use them to promote the pupils self-esteem and self confidence
- A 'VF' in a circle indicates that verbal feedback was given to the child and brief bullet points/ learning ladders will reflect the feedback that was given.
- All marking will be completed using a green pen.

### Conclusion

At English Martyrs we aim to recognise the achievements of all our pupils. Through our varied feedback procedures, we are able to provide for the needs of each individual as we use information gained to recognise learning differences and personalise learning for our pupils. The achievements of all our pupils are recognised and celebrated.

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