

# Saint Augustine's Catholic Primary School



## FEEDBACK POLICY

Updated: January 2024

Agreed by Governors: Spring 2024

To be reviewed: January 2026 or before if needed

### **What is the purpose of the policy?**

The purpose of this policy is to make explicit how teachers will provide feedback. To children in our school. *All members of staff* are expected to be familiar with the policy and to apply it consistently.

### **Why do we need a feedback policy?**

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

### **What are the principles that guide the school's approach to marking?**

Feedback should:

- support the pupils in making progress
- be manageable for teachers and easily understood by pupils;
- be up-to-date. Every effort should be made to ensure work is marked before the next lesson;
- comments relate to the learning objective /outcome, classes 'non-negotiables' and the pupils own curricular targets.
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for children to read, reflect and respond to marking/ feedback;
- inform future planning and group target setting;
- use consistent codes across the school;
- ultimately be seen by children as a positive approach to improving their learning;
- assist in reporting back to parents/carers;
- provide support for the formal assessment processes.

Through this policy, we aim to maximise the effective use of feedback in practice whilst also reducing teacher workload. We want our teachers to make professional judgements about when is the right time to intervene, which means that all of our time and effort focuses on having an impact on learning rather than ticking boxes and writing comments on children's work after lessons. In essence, the ethos of this policy is to adhere to the principles that feedback should be meaningful, manageable and motivating for the student and for the teacher.

### **How do we provide feedback to our children?**

#### **Oral/ Verbal Feedback ('Live marking')**

- Takes place in lessons with individuals or small groups.
- Often given verbally to pupils for immediate action.
- Some evidence of annotations or use of marking code/highlighting.
- Includes teachers gathering feedback from teaching, including carpet work, mini whiteboards, starter questions etc.
- May involve the use of support staff to provide support or further challenge.
- May re-direct the focus of teaching or the task.
- May include symbols according to the marking policy.
- Self-marking, peer marking and shared marking used as appropriate

## **Written feedback**

- Acknowledges the work the children have completed in their books.
- Takes place during or at the end of a lesson or activity.
- May involve 1:1, whole groups or classes, in a conference type activity.
- May guide a teacher's further use of review feedback, focusing on areas of need.
- Address the use of 'non-negotiables' for that class in their work by correcting mistakes, making sure the children are including, or at least trying, the basics for that year group- non-negotiables.
- Consolidate learning (especially important for lower and middle attaining children)
- Extend learning (especially important for middle and higher attaining children)
- Consider new possibilities around the same learning intention (Gifted)
- Comments may be given throughout the piece of work.
- Next step comment may be used at the end.

## **Additional points**

- Time needs to be given for children to respond to comments and make necessary improvements using purple pen in KS2 and pencil in KS1.
- In KS2 work is marked by the teacher in green and purple is used by the children for next step/correction/self or peer marking
- In KS1 work is marked in green and children correct work by using pencil
- Stamps, stickers, team points etc. can be used as part of teacher's marking strategy to reward good work
- Staff should identify 3-5 words spelt incorrectly in the work by underlining them and indicating in the margin if appropriate. This should be words that should be spelt correctly for the age/ability of the pupil
- Children to write the spellings 3 time in the margin/underneath the work. It should be scaffolded first by the member of staff to ensure that they are learning the correct spelling
- In Upper KS2 staff to start just indicate 'sp' on the line where the spelling mistake has happened and the child has to find the word which is misspelled and do their corrections. This is age/ability appropriate.

## **How will this policy be monitored and evaluated?**



The SLT and Subject Leaders will monitor books and talk to children about their work. Feedback and support is then provided to staff.

## St Augustine's Marking Scheme

### EYFS

	Hand over Hand
	Non Negotiables
	Correction Here
	Missing word
	Spelling
	Oral Feedback
	Independent
	Supported
	Colourful Semantics
	Scaffold

# KS1

KS1 only	
<b>NN</b>	Remember your non-negotiables. Find the mistakes and correct the non-negotiables
	A word underlined with a wiggly line - a spelling mistake. You need to find the correct spelling and write it at the bottom of your work or in the margin (3 spellings only per piece of work)
	Work is correct against Learning Objective. Can also be used next to the title/LO of the lesson to indicate that the whole piece of work demonstrates a good understanding of the Learning Objective.
<b>I ^ happy</b>	Read carefully and write the missing word above
<b>/</b>	Finger Spacing is missing
<b>=&gt;</b>	Corrections here. Edit needed
<b>OF</b>	Oral feedback – a member of staff has supported the child briefly on this element of learning
<b>e.g. JE</b>	(Staff to write their initials in the ring) Child has been supported by this member of staff in the lesson
<b>NS</b> or stamps/stickers	The Next Step in learning is... (age/ability appropriate)
<b>SU</b>	To be used at the end of the work where it has been marked by a supply teacher

# KS2

KS2 only (marking codes usually found in a margin) (if appropriate to the age/ability of the child symbols from the KS1 grid can be used)	
<b>NN</b>	Remember your non-negotiables. Find the mistakes and correct the non-negotiables
<b>P</b>	Punctuation marks missing. Correct within the work
<b>CL</b>	Incorrect use of capital letters
<b>sp</b>	A word underlined - a spelling mistake. You need to find the correct spelling and write it at the bottom of your work or in the margin (3 spellings only per piece of work)
I ^ happy	Read carefully and write the missing word above
//	New paragraph needed
<b>X or *</b>	Corrections need to be edited
✓	Work is correct against Learning Objective. Can also be used next to the title/LO of the lesson to indicate that the whole piece of work demonstrates a good understanding of the Learning Objective.
✓✓	To indicate good use of language or features
<b>NS</b> or stamps/stickers	The Next Step in learning is...
e.g. <b>JE</b>	(Staff to write their initials in the ring) Child has been supported by this member of staff in the lesson
<b>SU</b>	To be used at the end of the work where it has been marked by a supply teacher