



## Uses of Effective Assessment and Feedback Policy

### Mission Statement

At St. Kentigern's Catholic Primary School, our mission is to provide a nurturing, faith-filled environment where children grow in their relationship with God, inspired by the Gospel values of Jesus Christ. We are committed to guiding each child in their spiritual, academic, and personal development, empowering them to live lives of kindness, integrity, and service, as they follow the examples of St. Kentigern and Christ's love for all.

### Vision Statement

We envision St. Kentigern's Catholic Primary School as a vibrant community where children flourish in faith, hope, and love. Rooted in the teachings of the Gospel and guided by St. Kentigern, we aim to nurture all our children to become compassionate individuals who make a positive impact on the world around them. Our vision is to be a place where every child is valued, and together, we strive to build a future of justice, peace, and love for all.

## Rationale

The aim of this policy is to ensure a consistent and effective approach to feedback at St Kentigern's Catholic Primary School. We want to ensure a clear understanding of the purposes, procedures and processes of effective assessment and feedback to pupils regarding their work, in order to maximise their progress.

Effective feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

We believe that all children should be given constructive feedback in such a way that it is likely to improve their learning, develop their self-confidence and raise their self-esteem. Feedback should focus on successes as well as areas for development, against clear learning objectives; we want to enable children to become reflective learners and for feedback to facilitate them in fulfilling their learning potential.

## Purpose of feedback

We believe that feedback is highly important because it:

- provides an accurate, informative and progressive approach for each child to build on their successes and develop crucial skills and knowledge;
- recognises, encourages and rewards children's efforts and achievement, and celebrates success;
- is a shared and inclusive process, promoting a dialogue between teachers and children;
- builds a child's confidence in reviewing, improving and understanding their own work.
- informs successive planning, teaching and learning;
- identifies and plans for children at all levels who need additional support, consolidation or more challenging work;
- aids teacher understanding, assessment against national standards and age expectations, records of

progress and parental understanding of what their child can achieve;

- is widely recognised as a strong, contributory factor in raising attainment and progress.

## Principles of Effective Assessment and Feedback

Effective assessment and feedback should be seen by staff and pupils as a positive means to improve learning.

- Feedback provided on children's work, either written or verbal, should be regular and frequent; it should be constructive, not descriptive.
- Feedback should be linked to learning intentions/success criteria/individual targets, considering the needs and ability of the individual pupil.
- The school feedback criteria/key should be displayed in each classroom and children should be familiar with any written symbols so that they can appropriately respond to feedback given.
- Children should be trained in self/peer assessment and given regular opportunities to mark their own and their peers' work, developing a reflective approach to their work.
- Teachers should allocate time for children to respond to any written feedback from a peer or member of staff.

## Guidelines

### Feedback in The Early Years Foundation Stage

Children's ongoing formative assessments are at the heart of effective early years practice. EYFS staff observe children as they act and interact in their play, everyday activities and planned activities. Staff analyse the observations to identify precise next steps using the Early Years Tracker statements. Significant observations are recorded in individual children's profiles on Tapestry and shared regularly with the children, parents/carers. Next steps are made explicit in weekly planning and made evident to the child through individual or group activities and interactions.

### General classroom practice in Years 1 to 6

- Feedback must be focused. Expectations of the lesson should be shared with learners as learning objectives. Staff should then give feedback on the areas of the pupil's work which relates to the success criteria, and therefore the planned learning objective.
- Live marking is highly valued as a means to provide on the spot feedback, enabling teachers to scaffold and support pupils' learning during the lesson.
- When written feedback is provided, children should be given the opportunity to reflect on and respond to the marking before the start of the next session.
- The outcomes of written and verbal feedback should be used by staff to plan the next steps for learning and to ensure that the pitch of work is appropriate.
- Supply teachers are expected to follow the guidelines within this policy; they should initial their feedback so that it is clear that the work has not been marked by the usual class teacher.

### Teacher/TA written feedback

- All written feedback should be done in green pen and in clear, legible handwriting, aligned to the school handwriting script and the expectations of handwriting for the relevant year group.
- Any good examples of learning, in line with the learning criteria, may be highlighted in green to show the pupil where they have achieved the lesson objective. Orange highlighter may be used if staff wish to highlight a specific area that requires improvement.
- Spelling mistakes should be underlined and Sp) written in the margin. Depending on their age/ability children should either be given the correct spelling to practise three times or be expected to use a dictionary to find out the correct spelling, and then practise that three times. Generally, KS1 children will be given 1 - 3 spelling mistakes to practise, per piece of work; KS2 children may receive up to three mistakes to practise, per piece of work.

### Verbal feedback

Verbal feedback plays a huge role in motivating and supporting children's learning and should be used frequently. When verbal feedback has been given, the staff member should write VF in the pupil's book.

Verbal feedback may be in the form of:

- Discussion with a focus group;
- 1:1 feedback, focusing on a specific piece of work;
- Effective questioning techniques to judge a child's understanding and to steer the learning process.

### Peer/ self-assessment

- Children should be trained in appropriate peer assessment for their year group.
- Peer marking should be done in purple pen; pupils should tick correct answers, where appropriate. Depending on the learning task, peers may be directed to identify one positive aspect of the work and suggest one area for improvement.
- The piece of work should be clearly stamped or PA/ SA written to show peer or self-assessment has taken place.

### Supported work

- When a piece of work has been completed with support, this should be identified. (See Appendix 1 for the specific codes.)
- Teaching assistants should give feedback to the group they have supported and comment, where appropriate.

## Monitoring the Quality of Effective Assessment and Feedback

The implementation and impact of this policy will be monitored across the curriculum by curriculum leads and the senior leadership team. Strategies for monitoring will include:

- Classroom observations with a focus on verbal and written feedback;
- Work scrutinies;
- Pupil interviews and discussion.

## Equal Opportunities






We believe that all children, irrespective of physical ability, race, gender, creed or stage of achievement, should be given the opportunity to reach their full potential in all areas of the curriculum. Feedback will be tailored to the range of abilities and needs of each child.

**Date Reviewed:** February 2025

**Next Review Date:** February 2027

**Reviewed by:** Sarah Brooks, Deputy Headteacher

Appendix 1

 <b>St Kentigern's Catholic Primary School</b>  Agreed codes for feedback	
	Staff acknowledgment that they have seen the pupil's work and it is correct.
	Incorrect answer (when it is clearly right or wrong).
<b>Green highlighter</b>	In work, good examples of how the learning objective has been achieved may be highlighted in green.
<b>Orange highlighter</b>	In work, areas that require improvement may be highlighted in orange. Where appropriate, an adjacent comment and/or link to pupil's targets may be written.
<b>Purple Pen</b>	Pupil's comments, response to feedback, peer marking and improvements should all be written in purple pen.
<b>FS</b>	Check/edit your full stops.
<b>CL</b>	Check/edit your capital letters.
<b>Sp)</b>	Spelling mistakes underlined and then either given to the child to practise 3 times, or left for the child to look up the correct spelling in the dictionary and then practise 3 times.
<b>VF</b>	Verbal feedback has been given.
<b>TA</b>	Some support (S)/Significant Support (S+) given by Teacher or TA. Initials of adult helping may also be provided.
<b>1:1</b>	One to one support has been provided.
<b>PM</b>	Peer-marked/assessed
<b>SM</b>	Self-marked/assessed
	Children will also reflect on the learning objective when self-assessing, indicating how far they think they have achieved this. Smiley faces can be used or another method suitable to the year group/ pupil's ability.