



**St Paul's Catholic
Primary School**

Feedback Policy

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Mission Statement

"In Him we live and move and have our being"

This school is an overtly Catholic Community of faith. It bears witness to the Gospel values of mutual respect, love, forgiveness hope and development of the gifts and abilities which each one of us has.

The mutual active support of staff, children, parents and governors is needed to put these values into practice in the day to day living of the school.

Vision and Ethos

Welcoming and inclusive, our school family encourage one another to love, grow, share, learn and achieve highly to experience success in life. We empower our children to be resilient and happy, and to know they can be anything they want to be.

Rationale:

Children are entitled to meaningful feedback that gives them a clear picture of how far they have come in their learning and how they can improve in the future. Research indicates that high quality feedback leads to additional progress. (*University of Oxford – A marked improvement*)

We have reviewed the recommendations from The Education Endowment Foundation “Teacher Feedback to Improve Pupil Learning” guidance report (*June 2021*). For the purpose of this policy, feedback is defined as ‘information given by a teacher to pupil(s) about their performance that aims to improve learning.’ (*Higgins S, et al - EEF Evidence Database*)

When providing this information, teachers have a range of decisions to make and can provide feedback in a variety of ways.

Feedback can:

Focus on different **content**

- The particular task that a pupil has undertaken;
- The underlying process related to a specific subject; or
- A pupil’s self-regulation

Focus on different **methods**

- Verbally – this could be a detailed conversation or quick verbal comment; or
- Written – this may be written comments, written marks, scores, or a combination

Focus on different **people**

- To the whole class;
- To specific groups; or
- Just to individuals

Focus on different **times**

- During a lesson;
- Immediately after a lesson; or
- Sometime after a lesson

(Hattie, J and Timperley, H (2007) The Power of Feedback)

Principles of Feedback:

We aim to lay the foundations for effective feedback, deliver appropriately timed feedback that focuses on moving the learner forward and plan for how children will receive and use feedback.

- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification or over specify features such as frequency or method of feedback
- Feedback should follow high quality teaching; formative assessment strategies are required to set learning intentions (which feedback will focus towards) and to assess learning gaps (which feedback will address)
- Teachers should judge whether more immediate or delayed feedback is required depending on the task set, the individual child or the collective understanding of the class.
- The sole focus of feedback should be to move learning forward by targeting specific learning gaps. High quality feedback focuses on the task, subject and self-regulation strategies.
- General and vague remarks are likely to be less effective
- Careful thought should be given as to how and when children will receive feedback. Motivation, self-confidence, trust and the capacity to receive information can impact the effectiveness of feedback.
- Teachers should monitor whether children are using feedback and provide opportunities for them to do so. The feedback and progress loop will then be closed




Methods of Feedback:

We carefully consider how to use purposeful, and time efficient, written and verbal feedback.

- The method of feedback (verbal or written) is likely to be less important than ensuring that the principles of feedback (above) are followed.
- Written comments should only be used where they are accessible to children according to age and ability. They can improve attainment however they need to follow high-quality foundations, timed appropriately, focused on task, subject and/or self-regulation, and then used by children.
- Verbal methods of feedback can improve attainment and may be more time-efficient when compared to written feedback.
- Feedback is part of the school's wider assessment process which aims to provide an appropriate level of challenge to children in lessons, allowing them to make good progress.
- All children's work should be reviewed by teachers at the earliest opportunity so that it might impact on future learning. When work is reviewed it should be acknowledged in books before the next learning takes place.
- All work in books should be acknowledged by the teacher in some form. This may vary depending on whether the feedback is whole class or verbal. A tick will show that the work has been reviewed by the teacher.

Implementation:

- The date and title will be recorded at the top of each new piece of learning.
- During the lesson, children will be made aware of the success criteria for the lesson.
- Written feedback should be in red with handwriting that models our expectations.
- All work is considered independent unless otherwise indicated
- If verbal feedback has been given then this should be indicated on the work using 'VF'.
- The marking key should be displayed in every classroom – it may be modified to be more age appropriate for younger children. It will be used when appropriate to move learning forward or to personalise feedback.

St Paul's Editing Key	
	
<ul style="list-style-type: none"> • Teachers use red pen • Children correct, mark and 'polish' in green 	
	Punctuation is missing or incorrect
//	New paragraph
^	A word is missing or could be added to improve
	Incorrect spelling – needs to be checked and corrected underneath (in margin KS2)
	Incorrect key word spelling – must be corrected and not repeated (individual to child)
	This doesn't make sense
	Non-negotiable – identified by teacher
	Presentation does not meet expectation – action decided by teacher
	Teacher indicates a specific target for an individual

Subject Specific Marking:

Writing Profiles

Pupils should complete a weekly piece of writing, this may be short burst, for each teaching unit. This is reviewed by the teacher using the expectations for their year group. Teachers will identify

whole class areas for development (including spelling, grammar, handwriting etc) and any specific targets for individuals which need to be addressed. This whole class feedback sheet will form the basis of subsequent teaching.

Maths

In Mathematics, we encourage immediate feedback which may include the use of whole class marking of work, whereby the children are able to mark their work alongside the teacher. When children mark work, all correct answers are marked with a tick and errors are marked using a small dot. Children mark their own work in KS2 with a green pen and make corrections with a green pen.

When teachers mark a child's work, they will use a red pen. Not all questions will need to be marked in a child's book, if a teacher feels that they have enough evidence either through the classwork that has been marked or through discussions in the lesson, they need not mark every question a child has completed. This helps reduce unnecessary workload on staff.

Throughout maths lessons, oral feedback will be given to children by staff. If a child or group of children are finding a concept challenging, staff should focus on them during the lesson and state that the work has been supported in the child's book. At the end of a lesson, if a child is still not secure in a concept, the teacher should decide whether a whole-class input or further intervention is required, then their planning will be reviewed accordingly. The intervention should take place on the same day or before the next lesson where viable, so the child can apply this learning in the following lesson. Where verbal feedback is given, it should be signposted in the child's book with (VF). Any additional support through group work in whole class lessons or through interventions should be indicated in the child's book. This includes anything that may have been pre-taught prior to the lesson to support the child's learning.

RE

Marking should be linked to the Age-Related Expectation strand of the lesson. Children should self-assess using a traffic light system. Incorrect spelling of religious vocabulary should be addressed through the marking key or verbal feedback.

All other recorded work

All pupil work should be acknowledged; the way that feedback takes place is at the discretion of the teacher. All work needs a title and date (either added by the teacher or the child)

What we expect from our children:

- To take pride in their work, reflecting the high standard that is expected.
- To take time to complete learning where appropriate.
- To cross out mistakes neatly in pencil.

Monitoring and Review

We are aware of the need to monitor and review the effectiveness of this policy on a regular basis so that improvements can be made. Subject leaders will monitor pupil progress as part of their subject leader role. The senior leadership team will monitor the implementation of the policy when undertaking pupil progress meetings or work scrutiny.

This policy should work in partnership with the Teaching and Learning Policy