



St Joseph's Catholic Primary School

Feedback policy

Our aim at St Joseph's Catholic Primary School is to raise attainment and promote a love of learning in all curriculum areas.

In pursuit of this aim, it is important that the children encounter consistency in the feedback they receive. This document provides the foundation of this consistency, ensuring that every teacher is equipped to facilitate equal, enriched access to high-quality marking and feedback.



Contents

1. Definition
2. Principles
3. Context and learning questions
4. Success criteria
5. Questioning
6. Feedback
7. Presentation
8. Symbols for marking

1. Definition

Feedback/Marking is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive form of communication based on learning objectives and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child, teaching assistant to a child, child to teacher or child to child. Feedback exists to ensure that each child can move their learning forward and teachers know what the gaps are so that it can support the planning process.

2. Principles

Marking and feedback should:

- If possible be immediate or as soon as possible
- Be manageable for all teaching staff
- Involve all adults in classroom
- Be seen by pupils as useful and positive
- Inform future planning/targets. Shown on annotated plans
- Be accessible and inclusive
- Relate to the LQ and success criteria
- **Be responded to**

3. Context and learning questions

Effective learning takes place when learners understand what they are trying to achieve and why it is important - context. Staff should always consider the context and share either the context or purpose with pupils where appropriate applying it to real life. It is important that pupils know the Learning question (LQ) to the lesson as this gives a focus enabling pupils to review their own progress and to see if they have achieved the objective. Teachers can choose to share the Learning question in different ways so that it does not lose its significance. The learning question should focus upon the learning not activities. Helpful learning questions stems include 'to know' and 'to be able to'.

For example:

How do I identify different fractions?

How do I use full stops correctly?

How do I know if a timeline is correctly constructed?

Please insist that the child uses a question mark at the end of their learning question.

4 Success Criteria

Developing a Success Criteria to achieve the LQ will help provide children with a framework against which to focus their efforts, evaluate their progress and discuss issues. Success criteria should be developed at every opportunity where, in the professional opinion of the teacher, these will contribute to enhanced learning.

Success criteria might be developed by the teacher or by the children, it being acknowledged that where the children are involved in generating the success criteria, they will have more ownership of it. In the case of the former, there is an expectation that teachers share or create the success criteria at an appropriate stage within the teaching or as part of a guided group. Ideally this will be displayed in some way so that pupils can refer to this during the lesson. Teachers may also use this during the lesson when checking for learning or re-focusing pupils.

On occasion, success criteria may be limited to the guided groups and may be different from the whole class focus.

Displays around the teaching environment may be used to show regular success criteria so that these can be referred to often.

5 Questioning

We value the importance of questioning and our key purpose is to develop learning and extend thinking. A range of questioning strategies should include prompting, promoting and probing. Wait or think time is essential to give all children the opportunity to think and respond. Talk partners are used to help children rehearse or scaffold their answers and to be inclusive. Teachers' use a variety of ways to involve children in the lesson and do not solely rely on hands up. For example, lollipop sticks and apps or software to select children at random might be used.

6. Feedback

Feedback may be written (marking) or verbal. Teacher feedback, peer feedback and self-marking should all be deployed, it being accepted that teacher feedback should be the primary means of feeding back. The purpose of feedback is to inform the children about what they have achieved at a particular time and what they need to do to improve. Teaching staff will identify mistakes or misconceptions and/or inform next steps in learning. Feedback will always be constructive and sensitive. Feedback will comment on the work rather than the child, although there may be occasions when it is useful to reflect on the child's attitudes during the lesson.

The following are a number of ways feedback can be given:

- *Verbal:*

Where verbal feedback is given, please ensure that the work is annotated VF and that the child has initialled or responded to your feedback in a way consistent with responses to written feedback.

Most immediate and interactive form of feedback

Focus on being constructive and informative

Can be direct or indirect (targeted or not)

Whole class/group eg: when marking one piece of work or shared at the start of the lesson

For example: Teaching staff may begin the lesson with a summary (such as verbally recapping the previous learning, using photos, video or playing a recording of the child's work.) of the learning in the last lesson. Good practice would share a positive outcome and then they may pick out something that was a general misconception and address it there and then or explain that this is going to be addressed in this lesson. Staff may address individuals eg; Johnny! You did really well with using punctuation yesterday...can you keep this up?

- *Written feedback (marking)*

Marking is only of value if comments are read and responded to.

As often as possible teaching staff will check for learning work alongside pupils'. When work is distance marked (marked without the pupils being present) teaching staff must allow time for pupils to read and respond to marking. **Marking should broadly provide at least one of the following opportunities: an additional challenge based on the learning (with the next steps in mind); highlighting of mistakes and/or modelling with a view to correcting these mistakes; and/or an advisory comment which the children should initial or provide written reflection.** Children of lower abilities or who struggle for different reasons to access marking should have access to supported feedback, which may require longer response times. **The minimum expectation is response to marking must be to initial the comments.**

All work marked by a member of staff must be in pink/purple (celebratory points) or green (development points) ball point pens. Supply teachers should mark in black ball point pen. All work marked by the children (self- and peer assessment) must be marked using a coloured pencil.

Marking should model our handwriting policy.

In Mathematic, calculations and other closed tasks should be marked with a tick or x. Teachers should limit the

amount of x and find an alternative response if many responses are incorrect. Pupils should leave incorrect answers, so they can learn from them, writing the correct answer next to the incorrect one.

In Foundation subjects marking will focus on the basic skills of the lesson as well as on basic writing skills contained in the handwriting policy.

7. Presentation

Handwriting will follow the school policy. Underlining must be completed using a ruler. Rubbers are permitted as pupils must have the reassurance of being able to correct their mistakes.

KS1

Underlined date

Underlined LQ

Start in the right place

Sharpen your pencil

Write neatly pursuant to the expectations the Handwriting Policy set out for your year group

KS2

Write your name if needed

Underlined date

Underlined LQ

Present your work as requested by teacher

Draw a margin on lined paper and in books with no margin. Squared books do not require margins.

Use a sharp pencil or school pen. Felt Tips are not permitted in books.

Write using your best handwriting (in line with the school handwriting policy)

8. Symbols for marking

It is expected that the following symbols will be used for the marking of work:

✓ – correct work

✘ - incorrect work

TS – teacher supported

TA – teaching assistant supported

Sp – incorrect spelling

VF – verbal feedback given

P – expectations of presentation (set out above) have not been met in relation to a given area of work (perhaps the non-underlining of an LQ or date) and/or the whole piece. (Children should improve this as part of their response time).

H – expectations of handwriting have not been met in relation to a given area of and/or the whole piece. (Children should improve this as part of their response time).