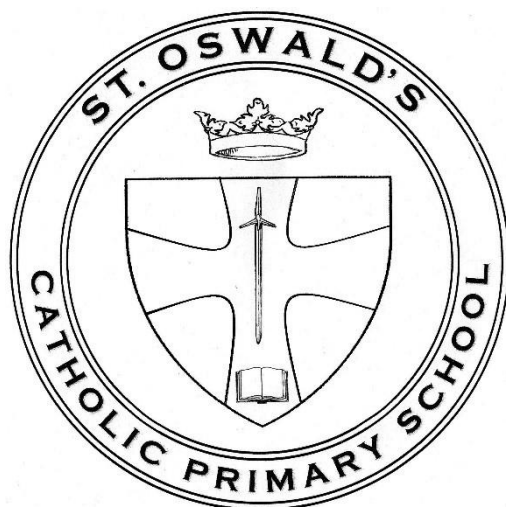


St. Oswald's Catholic Primary School



Feedback Policy



St. Oswald's Catholic Primary School.
Feedback Policy

Mission Statement:

This is St Oswald's Catholic Primary School's policy for feedback on work and is set within the context of the whole school aims and Mission Statement:

*“Together with Jesus,
we will Learn and Grow in Faith”*

Rational:

In line with our mission statement, feedback to children, particularly marking plays a central role in teachers' work and is important to children to help them know what they have done well and how to improve and to help teachers identify pupil misunderstanding which informs future planning.

The sole focus of feedback should be to further children's learning and is not to provide evidence for external validation. The progress of children will demonstrate the effectiveness of feedback given to them.

St Oswald's believes that well planned, regular and sensitive feedback on children's progress, can greatly enhance children's motivation, increase self-esteem and promote learning. This policy aims to ensure marking is meaningful, manageable and motivating, following the recommendations of the report of The Independent Teacher Workload Review Group March 2016.

This policy recognises that teachers can use a variety of different strategies, to fulfil the multiple purposes of feedback on pupils' work. Marking is part of the whole school assessment and should be understood in conjunction with our Assessment Policies.

We aim to:

- Ensure consistency of feedback in all classes and groups
- To enhance children's motivation, increase self-esteem and promote learning
- Enable the children to recognise their achievement as well as areas for development

- To provide dialogue between teacher and child/ children.
- Provide a clear picture of the child's progress
- To raise standards
- Be manageable for teachers
- To ensure all stakeholders understand our feedback policy
- Enhance and inform our future planning
- Provide an overview of the standard of attainment throughout the school;
- Use a variety of methods
- Reflect the new Assessment Standards.

Guidance on Feedback

School policy is that every piece of children's work at all ages will have feedback at some level. This may include verbal feedback, highlighting, a short written statement or feedback code, peer marking or self-marking.

All feedback must be completed as soon as possible after completion and definitely within the same week. Feedback must be age appropriate.

Teachers should use the marking code and can use stamps or stickers to show achievement. (see appendix)

Teaching assistants or cover supervisor must give feedback, (following this policy), on any work that they complete with children. Any assessment must be fed back to the teacher.

Teachers and Learning support staff will use coloured highlighting when marking a child's piece of work. **Pink to think and Orange as a positive glow.** There should generally be more orange than pink; minimum two orange to one pink. There should be no more than two areas of pink given as next steps.

In KS1 &KS2 when a member of staff has assessed that the child has fully achieved the LO of the lesson the WALT should be highlighted in orange. IN EYFS staff should record children's achievements on 2simple.

Next steps for children should be used once a concept or topic has been achieved or to ask a child to demonstrate the depth of their understanding. Teachers should use their professional judgement on moving a child forward in their learning; this should be shared with the child.

Any comments that staff feel are appropriate to write on a child's work must be short and age appropriate.

If a child or group of children have obviously misunderstood a lesson then this **should be noted in planning and next lessons should be adapted to reflect the assessment.**

It should be clear from the child's work that progress is being made on areas that have been highlighted in pink; school feels that this is the best way to show that a child has responded to feedback and moved forward in their learning.

When the correct method or exemplification is required then this is explained best with the child present. This should be indicated by VF written in the book. This shows that quality feedback has demonstrated a dialogue with the learner who is actively involved in the process.

Peer assessment/ marking and self-marking is acceptable but children will be trained on how to effectively evaluate against criteria; this must be monitored and overseen by the teacher. Frequency of peer or self-marking should be balanced with teacher feedback

Writing is an important element of cross-curricular work and as such, the following should always be considered whatever the subject.

- SPAG must be part of the assessment of all work
- No more than three spelling errors per piece of work. Children should write out correct spelling in their spelling journal or in spelling logs to refer to next time the word is being spelt.

In numerical work, number reversals appropriate to age and development should always be corrected.

All work should be presented in an acceptable and corporate standard at an age appropriate level.

Children who are working in books and are independent

All work should be dated and underlined.

Learning objective (WALT) should always be evident.

Handwriting should be in line with school policy.

Where work is marked by a person other than the class teacher, it should be signed in the top left hand corner.

Supply teachers should sign the top left hand corner of any work.

No margin should be used in maths books.

Adult handwriting must be readable and in line with the school handwriting scheme.

All comments must be grammatically correct.

There should not be over reliance on Pic Collages. If they are used, there should be some writing or explanation of what was happening in the lesson. Children should receive feedback on their part in a lesson recorded by a Pic Collage, as in any other lesson.

Work in books should be coded to show independence or supported.

Monitoring, Evaluation and Review

Frequent work scrutiny and discussions with pupil will be undertaken by senior leaders to ensure the purposes of marking are of a consistently high quality throughout the school and are having an effect on children's learning and attainment.

This policy was agreed by governors January 2017, it will be reviewed regularly

Appendix 1.

Editing/Drafting Code

Marking pen colour – green/red

GOLDEN GLOW (orange marker) – This is to indicate a correct answer or positive part of the child's work

PINK TO THINK (pink marker) – This is used to indicate that the answer is incorrect or more information is needed. Children need to think about this part of their work. Pink could be used to indicate areas for development and targets

GREEN highlighter should be used for peer or self marking.

sp Wrong spelling.

// New paragraph / Indent.

? I don't quite understand / talk to the teacher

G/P Check grammar / punctuation

Tp Team points (ranging from 3 for excellent 2 for very good and 1 for good)

SA Star Awards (exceptional piece of work)

Next Step - the aim children are trying to achieve in their next
piece of work/ writing

VF Discussed with child

I Independent work (completely on own)

SI Scaffolded independence (e.g. big write)

S Support given

Star Award Information

- 25 Star Awards – Bronze Award
- 50 Star Awards – Silver Award
- 75 Star Awards – Gold Award

Achievement is recognised and celebrated in a variety of ways:

- Staff may use stickers, stamps, Team points and Star Awards.
- The head / deputy teacher will present Bronze, Silver and Gold Star Awards, as appropriate, during Merit Assembly each week.
- Excellent effort or work could be sent to the HT or DHT for recognition

Subject specific feedback

Big Write Marking

Quality Marking

Writing in draft books should be peer marked or self-reviewed according to a success criteria.

Within each unit (genre) of writing, the last part of the three-week process is a completed whole write; this piece of writing will be marked in depth against the Learning Intention and Success Criteria. Next steps comments should be used/discussed to show children how their work could be improved. These may take the form of:

- Reminder prompts eg what else could you say here?
- Scaffold prompts eg describe the expression on the man's face
- Example prompts eg choose one of these or use your own: the man's mouth fell open in surprise.

After big write marking, children will be given the appropriate time to respond and make the necessary improvements to their work. This may in some circumstances be a further piece of writing taking into account corrections or changes re feedback.

Feedback in Reading

Parental comments in reading diaries will be acknowledged with adult's initials and only responded to if necessary or appropriate.

Guided reading tasks will be acknowledged and discussed with the children during the reading session. These should be recorded in guided group records.

Comprehension should be marked as all other pieces of work.

Written Feedback in Mathematics

Acknowledgement marking

- This may take the form of self-marking, peer marking or teacher marking.
- Up to three features can be marked in a piece of work. These may include number reversal, missing calculation signs, numbers not in squares etc.
- Marking code will be used as in Appendix A.

Other feedback may take the form of verbal feedback to a focus group. This may or may not be followed up with a written comment on the work or just the work stamped with the 'verbal feedback given' stamp or VF.

Marking in other areas of the curriculum.

Written work.

- Marked in line with WALT and/or WILF.
- Technical or subject appropriate vocabulary will be corrected if necessary.
- Follow guidance for **literacy work**, writing across the curriculum should be of the same standard.

Feedback in Homework

- There will be acknowledgement of all pieces of homework marking will follow policy