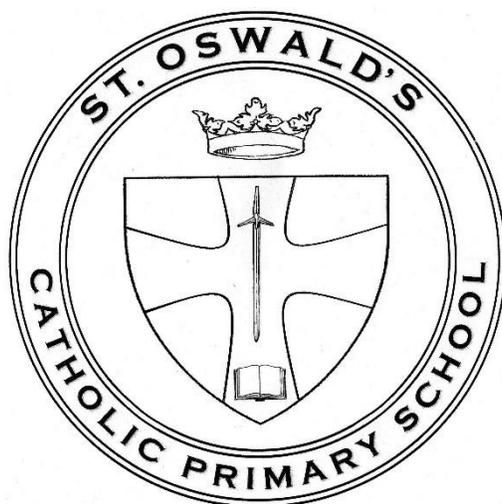


# St. Oswald's Catholic Primary School



## 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 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 assess and 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 feedback 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 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 and progress throughout the school;
- 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 or feedback code, peer marking or self-marking. Stickers and stamps may be used.

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

Teachers may 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 as well as marking written work as per this policy.

Teachers should use their professional judgement on moving a child forward in their learning; this should be shared with the child. Next steps do not have to be written comments, they can be pink to think highlighter backed up with verbal comments or re-teaching the next day.

The attainment and progress of each group should be carefully noted in planning and next lessons should be adapted to reflect the assessment. When individual children have either made more or less understanding than the group, this should be recorded in planning and assessment tracking.

Teachers will make professional judgements about childrens' understanding of concepts taught in lessons; five minutes revisiting concepts not fully understood should start the next lesson, this will be important if written feedback is not given.

### **Revisit, Consolodate and Move On (RCM)**

#### **Intervention at the point of learning is best practice.**

Teachers' assessments will reflect achievements of children; theses should correspond with work in books.

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 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 and 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.

Feedback on work should be given around the specific objective taught not just about the English.

Teachers should use their professional judgement when writing correct spellings for children; this should only be new spellings and at an age appropriate level the children should be encouraged to find out spellings for themselves using dictionaries.

For younger children who find the formation of letters or numbers difficult, there should be modelling to show children how to form them correctly.

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

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 if age appropriate and ability allows. Learning objective (WALT) should be evident in older children's work; these should be simple and short.

Younger children or SEND children should not have to write long WALTs as this takes time away from the learning focus.

Handwriting should be in line with school policy.

Where a person other than the class teacher gives feedback, it should be initialled in the top left hand corner.

No margin should be used in maths books.

There should not be over reliance on sheets or Pic Collages. 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, scaffolded or supported.

### **Monitoring, Evaluation and Review**

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

**This policy was agreed by governors January 2017, it will be reviewed regularly  
Reviewed December 2018**

## Appendix 1.

### Editing/Drafting Code

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 will be used to indicate areas for development and targets

GREEN highlighter should be used for peer or self-marking

- |    |  |
|----|--|
| I  | Independent work (completely on own)                             |
| SI | Scaffolded independence (e.g. big write or any extended writing) |
| 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, Dojos and Star Awards
- Silver and Gold Star Awards, as appropriate, will be publically presented 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, whether in English books or other cross curricular areas form the **last part of the three-week process** with a completed whole write; this piece of writing will be marked in depth against the Learning Intention and Success Criteria. Within this final piece, next steps comments could be used or 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.

Extended writing pieces can also be discussed with the child through VF, but clear assessment evaluations must be recorded either on planning or on assessment sheets

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.