

Feedback Policy

St Francis' Catholic Primary School



Approved by FGB on: Jan 2018

Committee Responsible: Curriculum

Next review due by: Jan 2020

FEEDBACK POLICY

This policy forms part of a whole-school policy for Learning and Teaching. Good feedback embodies the ethos of the school and has a direct bearing on learning attitudes and future achievement. Assessment for Learning underpins our policy and we recognise that quality of marking and feedback (not quantity) has the most significant impact on progress and achievement. We therefore aim to ensure our feedback is meaningful, manageable, motivating and in line with the best Assessment for Learning practice.

Feedback to children in our school is primarily intended to drive pupils' progress. It may also:

1. Inform pupils about next steps in their learning.
2. Improve children's confidence in themselves as learners.
3. Celebrate and make clear where and how children have succeeded against previously agreed success criteria i.e. marking to the learning objectives.
4. Indicate how a piece of work could be improved.
5. Assist teachers in identifying pupils who need extra support or challenge.
6. Recognise and praise children's efforts and achievements across the curriculum.
7. Give children responsibility for their own learning, particularly in editing and drafting skills.
8. Acknowledge and celebrate the work that a child has done.

Feedback will take a range of forms so that it is relevant, timely, checks understanding and has the most impact:-

1. It will often be verbal.
2. Whenever possible it will take place with the child, a group or whole-class as the task is in progress and may include peer review.
3. Written feedback will be age appropriate, given as soon as possible after the task, will be linked to the learning intention and suggest improvements and next steps in learning.
4. Whether feedback is oral or verbal, formal or informal, time must be allocated for children to respond to it!
5. A learning dialogue will be encouraged and fostered between the teacher and pupil.
6. It will link directly to planning future learning at individual, group and class level.

The quality of the feedback, however given, will be judged by how a pupil is able to tackle subsequent work.

GUIDELINES FOR FEEDBACK

It is expected that effective feedback for most children will become more complex and demand more detailed and insightful responses from the children as they progress through the school.

Children will be actively taught the skills to self-evaluate and we consider an increasingly sophisticated ability to assess their own learning to be an essential part of their learning journey.

Peer assessment will be encouraged from the start and might take the form of verbal or written comments. The work of other children will be assessed in a positive, motivating and encouraging way using very clear criteria by which they can comment (e.g. achievement against learning objectives or success criteria). Teachers are encouraged to give children opportunities to practice these skills within their own class and sometimes with other classes.

In all subjects, written feedback will be completed in green pen. The following coding may also be used in marking:

1:1 – work supported by teacher or other adult

VF – verbal feedback given to pupil

Tick and a brief comment – to acknowledge that the teacher has assessed the work

Work in books may also indicate whether a task has been completed independently or with support from a peer/adult.

Writing

Writing is a process which requires many stages of drafting and editing. Therefore, the emphasis of the feedback will depend on the stage e.g. impact on reader, form or technical aspects:

- with emergent writing, if the work is written entirely independently, minimal correction may be used or if the teacher feels it is warranted, the story may be re-written by the teacher
- for extended writing, underlining in blue and positive comments ('brilliant blue!') and underlining in green (for growth) and 'next steps' comments could be used
- examples of a technique/sentence construction may be modelled by the teacher to show next steps
- children should be encouraged to respond to feedback through redrafting and self-correction.

Feedback in regard to grammar, punctuation and spelling (GPS) will be given at the discretion of the teacher using their professional judgment about the child's next steps. Therefore, only elements of GPS relevant to the individual child might be highlighted.

Spelling

- sight words / high frequency words / class spelling words may be underlined and corrected/self-corrected according to the individual child's needs and stage in development
- children may be asked to practise these at the end of a piece of work
- 'Sp' written in the margin denotes an incorrect spelling on that line for the child to correct independently.

Punctuation

- capital letters and punctuation mistakes and omissions may be circled and corrected as appropriate. Children may also be asked to self-correct
- children are often asked to self-correct
- ^ denotes a missing word
- punctuation symbols in the margin indicate an error/omission on that line.
- // denotes that a new paragraph is needed.

Handwriting

- mixed capital/lower case letters and reversals need to be corrected from an early stage
- incorrectly formed letters should also be highlighted and children may be asked to practise these again
- correctly joined and neat handwriting will be celebrated. Children may be asked to practise joins or rewrite sections of work which contains errors such as spacing and size.

Mathematics

- indicate errors using a dot, a 'c', circling or underlining
- tick when correct
- examples of a solution/technique may be modelled by the teacher to show next steps
- children will be asked to correct mistakes/adjust answers as appropriate
- mathematical errors are a valued part of the learning process and, as a result, the use of rubbers will be kept to a minimum.

OTHER SUBJECT AREAS:

- feedback will be subject-related and might include reference to knowledge and understanding, subject-specific skills or next steps
- examples of a technique/skill may be modelled by the teacher to show next steps
- high expectations of literacy skills are expected across all subjects and children may therefore be asked to improve/correct these.