



Feedback Policy

Because God calls us to fullness of life in Christ we provide varied exciting opportunities for children to achieve highly.

God invites us to promise to keep everyone learning.

Because God calls us to love our neighbour we respect and include each other and develop the skills of confidence, resilience, independence, empathy and understanding.

God invites us to promise to keep everyone included.

Because God calls us to live as faithful members of the community we respect the world around us.

God invites us to promise to look after the world around us.

Because God shows us the best way to live we get to know ourselves and learn how to be safe.

God invites us to promise to keep everyone safe.

Because God calls us to be like him we get to know ourselves and learn to respect the truth.

God invites us to promise to be honest."

Approved by	Approval date	Review date
SDC	Autumn 2016	Autumn 2018

Holy Family Catholic Primary School

FEEDBACK POLICY

Feedback is an ongoing process conducted both formally and informally, by which information and evidence about a child's learning is absorbed and used to plan the next step.

At Holy Family Catholic Primary School children make good and better progress and develop positive attitudes to their learning. We recognise that feedback is central to children recognising and achieving their potential. Pupil feedback must be used to inform future planning – it is a necessary and highly effective form of assessment. Annotations on planning will be used to record assessments.

(This policy should be read in conjunction with the behaviour policy.)

We aim to:

1. To provide clear and constructive feedback to children about their next steps in their learning based on the learning intentions / targets / end of year expectations.
2. To recognise, encourage and reward children's efforts and progress (ticks, 😊 , bronze awards etc)
3. To ensure children are involved and aware of their progress and what they need to do to improve.

Verbal and written feedback needs:

1. to be based on clear and specific learning objectives which are shared with children verbally and/or presented in books / on screen;
2. to highlight where success occurred and where improvement needs to take place;
3. to use a variety of questioning techniques;
4. to give strategies for improvement –for example key word written feedback * write a word in a bubble for verbal feedback;
5. to give opportunities for peer and self-assessment and to respond to feedback where appropriate;
6. to identify whether intervention needs to take place – impact teaching;
7. To identify basic skill improvements;
8. to be in line with the agreed coding.

1. Clear and Specific Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important – 'the bigger picture'. It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective.

Teacher **demonstration and modelling** will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention. **The learning objectives will focus on the skills or knowledge to be gained** not the activity.

2. Success

Highlighting success will help provide children with an understanding on which they can focus their efforts, evaluate their progress and discuss with peers.

3. Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking. From this the teacher builds up knowledge and information about the children's understanding and misconceptions. **Time needs to be invested in framing questions and modelling part of the lesson to ensure learning progresses.** Key questions should be recorded in teacher's short term planning. Thinking time is essential to give all children the opportunity to think and respond.

This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The appropriate use of 'talk partners', where children can rehearse and scaffold their answers, will lead to greater responses and provide more information for the teacher.

4. Strategies for improvement

Feedback will always be constructive and sensitive because any assessment has an emotional impact. **Written feedback is only of value if comments are read and responded to.** All written feedback will be informative and constructive and comments must relate to the lesson intention or learning objective.

Written feedback should either be a:

- ✓ **Challenge** – *“Now tell me more about the*”
- ✓ **Reminder** – *“What do you need to include in these sentences?”*
- ✓ **Steps – Instructions** / *“First check your punctuation, then add an adverb.”*
- ✓ **Examples** – *“Put this sentence here to improve.”*

Children must be given opportunity to respond to feedback and correct/improve work and will complete the response in a **green pen**.

5. Self and Peer assessment

We will encourage pupils to regularly self-assess their work through the use of a green pen for self-correction. Children can mark their own work against set criteria and where appropriate can be involved in shared written feedback. This is not meant to replace teacher feedback but is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways as follows:

- ✓ Find one word you are really proud of and underline it. Tell the person next to you.
- ✓ Decide with your 'talk partner' which of the success criteria you have been most successful with and which one needs help or could be taken further.
- ✓ You have 3 minutes to identify two places where you think you have done this well and read them to your partner.
- ✓ You have 5 minutes to note down one thing you could do to improve this piece of work next time.

Response to written feedback

All pupils to be taught to respond to written feedback using a **green pen**.

6. Impact teaching – up to 4 children at a time.

Impact teaching attempts to give children the chance to meet a learning objective they struggled with in the morning through focussed small group teaching in the afternoon. In most classes 30 minutes is allocated and teachers and TAs have the flexibility to work together in choosing the children chosen. It requires little resources and is proven to have a bigger impact on progress than other interventions. It should be short and to the point, no longer than 30 minutes. The TA may take 1, 2, 3 or 4 children and it can take place in the classroom or in a separate area. You may choose 2 x 15 minute sessions because there are varying abilities who have not met the learning objective. At times there may be more than 4 children who have not met the learning objective but for impact teaching to have an 'impact' only 4 can be boosted in this time. If large groups of children are not meeting the learning objective it would be advised to revisit planning and differentiation.

- ✓ Use a purple pen to write impact the continue using the purple pen for the calculations (to be discussed at staff meeting)
- ✓ Progress to be shown whether it's meeting the learning objective or moving them further in their learning.

7. Basic Skills

It is recognised that we must not let children practice errors and that daily reminders of improvement in basic skills ensures that children make progress towards national age expectations.

8. Agreed Code

Whilst accepting that written feedback of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful.

The following agreed code will be displayed in every classroom so that all children are aware of the meaning of the various written feedbacks.

✓ A tick against the learning objective (Y2 – Y6) shows that they have met the intention for the lesson.
_____ Check spelling
 Incorrect word choice – e.g. Grammar there / their
^ Omission
// Start new paragraph
O Wrong letter case or missing punctuation corrected or children directed to, for example, find 3 more missing full stops
P- partner work
I - independent work
G - group work
S - supported work

Handwritten written feedback and feedback should model the school handwriting policy.

Foundation Stage

Foundation stage comment on children’s learning against the ELG. As the children are at such a young age feedback is verbal. The teacher or another adult will try to explain the feedback to the child at the beginning of their next lesson.

Written feedback supports the assessment of pupils and communication with other adults in the setting. It goes towards the collection of evidence towards the early learning goals.