



Feedback Policy

Mission Statement (5 Promises)

Keep Everyone LEARNING	<p><i>Because God calls us to fullness of life in Christ we provide varied exciting opportunities for children to achieve highly.</i></p> <p>God invites us to promise; to keep everyone learning</p>	
Keep Everyone INCLUDED	<p><i>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.</i></p> <p>God invites us to promise; to keep everyone included</p>	
Keep Everyone SAFE	<p><i>Because God shows us the best way to live we get to know ourselves and learn how to be safe.</i></p> <p>God invites us to promise; to keep everyone safe</p>	
Look After the World Around Us	<p><i>Because God calls us to live as faithful members of the community we respect the world around us.</i></p> <p>God invites us to promise; to look after the world around us</p>	
Be Honest	<p><i>Because God calls us to be like him we get to know ourselves and learn to respect the truth.</i></p> <p>God invites us to promise; to be honest</p>	
Approved by:	Approval Date:	Review Date:
SDC	FGB 18/11/2021	Autumn 2022

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 and address the next step.

At Holy Family Catholic Primary School most children make good and better progress and develop positive attitudes to their learning. We recognise that feedback is central to children learning. Pupil **feedback must be used to inform future and in the moment teaching** – it is the most effective form of assessment. Teacher's annotations will be used to record assessments.

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

We aim to:

- To provide clear and constructive feedback to children about their next steps in learning based on the learning intentions and success criteria.
- To recognise, encourage and reward children's efforts and progress (ticks, ☺ , bronze awards etc.)
- To ensure children are involved and aware of their progress and what they need to do to improve.

Verbal and written feedback needs:

- to be based on clear and specific learning intentions which are shared with children verbally and presented in books and on screen;
- to highlight where success has occurred (specific praise) and where improvement needs to take place;
- to use a variety of questioning techniques;
- to give strategies for improvement – for example key verbal feedback (VF and key word)
- to give opportunities for peer and self-assessment and to respond to feedback where appropriate;
- to identify whether intervention needs to take place;
- To identify basic skill improvements;
- to be in line with the agreed coding.

1. Clear and Specific Learning Intentions

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 intention of the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the intention.

Teacher **demonstration and modelling** will relate to the learning intention as will the subsequent activities. Together these will support and guide children to achieve the lesson intention. **The learning intentions 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.** 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 learning intention or the success criteria.

Written feedback should either be through the use of a stamp or a comment relating to the learning intention.

- ✓ **Challenge** – *"How can these sentences be improved"* (Deepen)
- ✓ **Reminder** – *"Remember to include..."*
- ✓ **Steps** – *"Check your punctuation and choose a sentence to rewrite."*
- ✓ **Practise: Spelling and handwriting**

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 success 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 for example:

- ✓ Find one word you are really proud of and underline it. Tell the person next to you.
 - ✓ Decide with your 'talk partner' where you have been most successful and where you need help or could need further practice.
 - ✓ 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. Basic Skills

It is recognised that we must not let children practise errors and that daily reminders of improvement in basic skills / accuracy ensures that children make progress towards national age expectations. Correct the spellings that are age appropriate.

7. 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 intention (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 (circle) 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
PP - progress point
VF - Verbal Feedback
Use yellow highlighter for specific praise

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.