



St Wilfrid's Catholic Academy

'Love One Another, As I Have Loved You'

FEEDBACK POLICY

It is important to provide constructive feedback to children focusing on success and improvement needs against learning objectives and success criteria. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use the assessment to inform their future planning, so lessons and activities are targeted to children's needs. This will enable them to learn more and remember more.

This policy was produced in consultation with staff and Local Academy Committee representatives when looking at the Education Staff Wellbeing Charter, to drive down unnecessary workload whilst maintaining high quality feedback to children and maintaining the high standard of education already in place. Our principles of feedback are based on the recommendations from the 'Teacher Feedback to Improve Pupil Learning' Guidance Report published by the EEF in July 2021.

The school aims:

Aims:

- 1) To provide pupils and staff with a comprehensive, manageable and effective system for feedback.
- 2) To provide opportunities to give praise and encouragement and to show how staff value children's work, their efforts and achievements.
- 3) To motivate children to want to produce high quality work and make progress.
- 4) To provide pupils with prompt and regular feedback on their work, to highlight next steps through constructive comments and discussion, this will address any misconceptions quickly.
- 5) To inform pupils in relation to individual progress and attainment
- 6) To raise attainment by involving and informing parents and pupils about individual progress
- 7) To provide opportunities for pupils to respond and discuss work
- 8) To provide opportunities for pupils to evaluate their own work and others'

Types of feedback

'In the moment' live feedback

Whilst children are working, all staff will circulate the children to check for misconceptions, mark work completed and move children on in their learning. All staff must correct children's work in relation to 'Sense, Punctuation and Tense' and then spelling at an age-appropriate level whilst live marking. All staff must correct letter and number formation by demonstrating the correct letter/number formation. Children write their corrections in pencil.

During live marking, staff will discuss with children the work they are completing and support or move them on where necessary. This is known as verbal feedback. When this is done, the code VF will be recorded in the children's book and, if necessary, a few words to show what was discussed. If verbal feedback (VF) has been given and a correction required, the place for the correction will be indicated with an ^.

During live marking, children will receive a recognition point and stamps/stickers for good work. All written teacher feedback will be done with a black pen.

When a mistake is made, staff will not rub out pupils work and ask the pupil to redo. Instead, the pupil will be requested to have a second attempt in an appropriate space on the page. This second attempt will be indicated with an asterix, highlighted pink and then marked by staff.

Whilst discussing work with the children, staff may have questions that will move children on in their learning. These questions should be written in children's books, and they should answer them immediately. Staff should then mark the answer.

All children must be working independently at some parts during the lesson, and all staff must circulate the classroom to ensure all children's work is seen.

In EYFS – Children may be asked questions to check for understanding. The question and answer will be written by the teacher, and the answer is shown using inverted commas.

Extended writing

Independent extended writing can be live marked using the codes outlined in this policy. This marking is to include fix its and/or next steps that the child will correct immediately or go back and edit before the next lesson. For Year 2 and KS2, all editing must be done on the right-hand page in the book in pencil and pupils will be directed as to where this should be using an asterix which will be highlighted in pink. Adjacent to the original work on the left-hand page. Where editing takes place in Year 1, this will always be done under supervision by an adult.

Self and peer feedback

During some lessons, there will be opportunities for children to self-mark their work. This will normally be done when there is a right/wrong answer. Longer answers will need to be marked by a member of staff either during or at the end of the lesson. All self-marked work must be checked by staff for accuracy. Children will mark in either pencil or purple pen.

Peer feedback is useful and enables children to see other children's work. Peer feedback may be used when reviewing a longer answer in a variety of curriculum areas. Following peer feedback, children may want to make amendments to their work, this should be done in purple pen or pencil. If work is peer assessed, PA needs to be written by the child.

Same-Day/Early Intervention

At the end of each lesson, teachers will identify children who require further support to meet the objective. This further support will be done on the same day, where possible, or prior to the next lesson. This will usually be led by a teaching assistant and can be done individually or in a group. This extra support intervention is designed to be short and effective, focussing on the key objective of the lesson or corrections to work deemed appropriate for the learner.

Teachers may amend planning following feedback and may need to provide further consolidation for some pupils. This can be done through activities in the next lesson or by providing extra work for the child to complete at home.

Recognition points and stickers may be awarded during this feedback.

Whole Class Feedback

Following a lesson, teachers may see that there is a common mistake being made by the children. This mistake will be fed back to all children during the following lesson and time will be given to allow children to address the feedback within their work. When making amendments following whole class feedback, pupils may improve their work using purple pen if the amendments are made within the original piece. If amendments are made elsewhere e.g. at the bottom of the page or on the next page, the amendments are done in pencil and indicated by the teacher with an asterisk and a pink highlighter.

Symbols for marking (all classes)

Sense (written in the left margin) = Writing needs editing to make sense

○ = punctuation or capital letter required (where incorrect/missing, progressing to in the margin)

T for Tense = Writing needs editing to ensure that it is written in the correct tense

^ = word missing

Sp = Spelling error

S = Support

VF = Verbal feedback given

* = an aspect within the work for the child to focus on improving (usually with further comment from teacher)

Key Stage Two (only)

// = new paragraph

For most KS2 children, the above symbols may be written in the margin on the same line as the error and the pupil is expected to find where the mistake has been made and correct the error. In KS1 or where a KS2 pupil is unable to identify the mistake, the symbol will be written next to the mistake within the work.

'1) Sense, 2) Punctuation and 3) Tense' should be given order of priority when giving feedback in relation to pupils writing. Still, where the writing contains spelling inaccuracies which the teacher considers the child can spell correctly because there are common exception words or topic related vocabulary, they should be identified in the margin with an Sp and corrected at the end of the piece of writing or on the right hand page. Pupils should practice the word 3 times in KS2 and once in KS1. Where pupils show no errors in these areas, children will be given an extension question/statement to consider in order to challenge them further in their learning.

In RE lessons, religious words will take priority when identifying and correcting spelling errors.

In foundation subjects, subject specific (age appropriate) words will take priority when identifying and correcting.

Policy agreed by Staff on:

Signed _____

Policy agreed by Governors on:

Signed _____