



“I am the way, the truth and the life.”
(John 14:6)

St Mary's is a Catholic Primary School.
We place our children at the heart of all we do,
inspired by the love, life and teachings of
Jesus and the Catholic Christian Church.

Feedback Policy

Rationale:

At St Mary's we believe feedback should be a positive experience. Used constructively, it is a powerful tool for helping children to improve their work & for setting targets for improvement. Teachers are empowered and trusted to choose the best and most appropriate feedback method for each piece of writing.

Aims:

- To give feedback on all work as soon as possible after or during completion.
- Where possible give feedback with the child present in order to maximise the benefit.
- To use verbal feedback as often as possible, through a range of methods, as this is proven to be more effective than written feedback.
- To encourage children to value feedback & to take an active part in the process where appropriate, valuing peer feedback very highly.
- To use feedback as a tool to encourage, praise & motivate. It should not be restricted to correcting mistakes.
- To provide clear & meaningful feedback to pupils on the standards of their work & the progress they are making.
- To offer insight to the children on how they can improve & develop their work in the future, giving specific and developmental guidance.
- To provide dedicated time to enable the children to respond to feedback in order to improve their work.
- There is also an expectation that pupils will be reflective writers, editing and improving their work independently as they write.

What is our expectation for children's work?

- All children's work should be dated in EYFS and KS1. Pupils in Year 2 can work towards using a title where appropriate. This should be underlined.
- All children's work should be dated & titled in KS2. Dates, titles and learning objectives should be underlined in KS2.
- A title, reflecting a learning objective in the form of a question, e.g. Can I.....? may be used in both Key Stages where relevant. These questions should be specific and curriculum focused, with reference to Bloom's Taxonomy.
- Pencil should be used by all pupils from Reception to Year 2.
- Pens will be introduced to pupils in Year 3 & will be continued to be used in Years 4,5 & 6. Blue pens should be used by the children. Gel pens are not acceptable.
- Children from Y2 also use purple pens to improve their work independently. Green pens are used when responding to teacher feedback.
- Use of rubbers should be kept to a minimum with pupils' written work. If a child makes a mistake, they should use a ruler and cross it out ONCE.

How pupils' work will be marked:

- In all subjects, the teacher's comments should relate directly to the learning question & should lead to the development &/or consolidation of the skill/knowledge being taught, rather than general improvements.
- The symbols in Appendix 1 will be used by Key Stage 1 teachers. The symbols in Appendix 2 will be used by Key Stage 2 teachers. These symbols will be displayed in the classroom for pupils to refer to on a daily basis. There are now a wider range of symbols to support speedier feedback when giving Green for growth comments. Symbols can be used in the place of sentences to direct children's focus.
- Children's work in exercise books or on paper should be marked in a contrasting colour to their work.
- There is no expectation for a particular volume of comments per piece of work. However, feedback should be specific, developmental and curriculum focused.
- Feedback comments or symbols should not detract from the child's work, but be discrete with tidily written comments, using the school's handwriting style.
- If spelling is not the main focus of the activity, 3 – 5 misspelt words may be indicated. These may be chosen for various reasons:
 - *Spelling rules already taught or included in previous spelling activities.*
 - *Basic words that the child is expected to know given his/her ability. These will include the high frequency word lists for recognition in Key Stage 1 & 2*
- If the lesson does not have a spelling focus, it should not be the focus of feedback, although incorrect spellings should still be identified.
- Pupils will also create success criteria or checklists (ideally with the

- children), which teachers use as a feedback tool for teachers and children. It is advised that these are used for longer pieces but are not required for every, or most, pieces.
- No specific requirement is made in terms of frequency of feedback, although it is expected that children will receive feedback in some form for most pieces of writing.
 - Dedicated time to reflect and respond to feedback should be given at some point during the week. Children will respond with their 'green pen' to make the necessary improvements to their work. They need to be given plenty of time to do this.
 - The expectation is that every piece of work is checked by a peer and by the pupil themselves before the teacher sees it.
 - Feedback is more effective when it is verbal, in EYFS and both KS1 and KS2. It is also effective for pupils' work to be marked with the child present.
 - In the EYFS children are encouraged to continually reflect on their learning and identify their next steps in learning, guided and supported by the EYFS staff. Evidence of children's work can be seen in their individual electronic 'Learning Journey' and children are regularly asked to comment and reflect upon their learning. This is also applicable to KS1 and KS2, where evidence of progress should be seen clearly over time in books.

New areas:

- Green box : section of work to be edited or redrafted by child, with guidance through symbols/comments in the margin, green for growth comments or through use of a checklist/success criteria.
- Yellow box: to highlight which section of longer pieces of writing will be marked more thoroughly – feedback will focus on this section only.
- Methods for verbal feedback:
 - 1) Individual – sit with individual children during lessons and discuss their work
 - 2) Group – work with a group and discuss their books together
 - 3) Whole class – look through selection of books and provide whole class feedback (only applicable during a piece of work that lasts over more than a day)
 - 4) Electronic – using Explain Everything, teachers can read through a piece of work, recording their feedback for children to respond to at a designated time.

Expectations for feedback in specific books

English books

- Feedback with reference to the Learning question and using agreed feedback symbols. Tickled pink and green for growth used and next steps identified. Lighter touch for SPAG work

Handwriting books

- Corrected, where appropriate, such as incorrect letter formation

Writing Journals

- Not marked as used for children to record their thought processes and ideas

Just Writes

- Not marked
- Used as an assessment tool and for target setting

Who should mark?

Class teachers

Class teachers are ultimately responsible for the feedback of children's work. Where children mark their own work or with a peer, it should be in a pen or coloured pencil. The teacher should also tick the work or add a comment to show that he/she has seen it.

Teaching assistants

Teaching assistants may mark the ongoing work of a group they have been working with, routine spelling or mental maths tests. They should also record/mark the work completed by pupils as part of planned intervention programmes.

Pupils

Pupils should be taught to recognise & respond appropriately to the agreed key stage feedback symbols. Our older pupils should actively use them during self-feedback or peer feedback activities.

Supply teachers

Supply teachers should be given a copy of the agreed feedback scheme with their instructions for the day. Class teachers should communicate in their instructions, that all work is to be marked in accordance with this policy. This should be checked at the end of the day or on their return. If the work is not marked by the supply teacher, please mark the work with the supply teacher's initials & inform the Headteacher. The supply teacher will be reminded of this duty if he/she is invited back to the school.

Review & Evaluation:

The Headteacher has overall responsibility for monitoring feedback procedures to ensure that pupils' work is correctly & effectively assessed & the necessary feedback & support is provided to ensure that each child is clear as to how to improve his/her work and reach his/her full potential.

Subject coordinators will be responsible for advising teachers on specific feedback issues relating to their subject responsibility and will monitor the implementation of the Feedback Policy when conducting work scrutinies.

It is the responsibility of each class teacher to ensure that the Feedback Policy & procedures as outlined above are embedded in their class

July 2016

To be reviewed every two years, by September 2018

MARKING SYMBOLS		
MARGIN	IDEA	IN WORK
(sp)	Check how to spell this word.	
(r)	Repetition - please find it & change it. You need to find another way to say the same thing. Use your thesaurus.	
(hw)	Check your handwriting/presentation. Your handwriting of this/these letter(s) needs to be practised	
(p)	Check your punctuation on this/these line(s).	
(adj) (adv) (fig) (v)	Omitted word. Consider this type of description here (for guidance if needed)	^
?	This section doesn't make sense	[
	Create a new paragraph or go to a new line at this point.	//
(c) (.) (?) (,)	Specific punctuation missing. Highlight where if needed.	○
	This section needs redrafting and improving, using guidance in margin, success criteria or green for growth comments.	
WS	With support	
VF	Verbal feedback given	
FOS	Feedback on Showbie	
	I'm tickled pink! Highlighted within the body of work and then at end for encouragement.	
	Green for growth/development. Within the body of work for errors and for guidance at end.	