

St. Mary of the Angels Catholic Primary School Feedback Policy

Recognising and celebrating the presence of Christ in one another.

At St. Mary of the Angels:

- ◆ we aim to follow Jesus through the teaching of the Gospels and inspire each other to be Christ-like;
- ◆ we all work as a big team to encourage everyone to be the best that they can be, at work and at play;
- ◆ we create a safe, positive, fair environment where all feel respected and valued.



Current date approved:	May 2023
Approved by:	Full Governing body
Date of Next review:	May 2024

Policy Statement

Our whole school policy for feedback is to ensure a consistent approach throughout the school. Feedback will ensure that pupils are given guidance on how they might develop, improve and / or extend their learning. Staff will be provided with relevant information to plan future lessons.

We believe that feedback benefits pupils and teachers as it can provide a diagnostic way of checking whether concepts have been understood and ensures that the ongoing development of the child can be monitored and assessed. Feedback will be clear, precise and given according to the learning objectives.

Purposes of Feedback

In line with our mission statement, we assess children's work constructively in order to:

- close the gap between what children know and what they do not know or fill the gap between where they are and where they are going
- develop and celebrate pupils' strengths, efforts and personal achievements
- build self-esteem
- address misunderstandings and support pupils in developing their learning
- encourage, motivate, support and promote positive attitudes to learning especially through expectation and encouraging them to strive to improve
- give pupils clear next steps in developing their learning through appropriate discussion and feedback
- enhance and develop children's editing skills and ability to revise and redraft their writing
- challenge children further, where appropriate, to embed their learning and communicate in a variety of ways with clarity and increasing independence over time
- inform planning and provide staff with the opportunity to make a variety of assessments
- enable children to become reflective learners

No single response will serve all purposes, but quality feedback should fulfil a range over time. Children are also actively encouraged to take responsibility for their own learning. We aim to develop their independence and motivation by expecting them to monitor and assess their own progress, through responding as directed and knowing their next steps in learning. This enables them to be active learners and to make decisions identifying their own strengths and weaknesses.

Approaches to Feedback

The adult's role:

Integral to feedback is our approach to assessing children's needs and next steps. Here at SMA we therefore aim, through our feedback and assessment to:

- ensure appropriate levels of support are offered
- inform future work or further assess/challenge, including mini plenaries within the lesson
- correct or improve an existing piece of work using think pink or go green processes
- ensure feedback is combined with effective instruction in the classroom and focus on what is being learnt (learning objective) and how pupils should go about it (success criteria)
- ensure feedback is clear, purposeful, meaningful and compatible with pupils' prior knowledge and link directly to children's next steps
- provide written and verbal comments that recognise achievement and provide a balance of positive comments and supportive next steps to help the children improve.

Across all year groups, some feedback will be immediate and verbal, 'live feedback.' The speed of feedback is important. Research from the EEF demonstrates that live feedback during the lesson is very accessible to pupils and is central to high quality teaching and learning. Time is built into lessons/units of work daily for children to respond. In Y2 and KS2 children use the "purple pen of power" to edit their work as directed, using success criteria and under the guidance of their teachers and assistants.

All children are taught to understand “think pink” and “go green” – these are used as a visual reminder of the need to correct, respond, improve or, for “go green” share and be proud of. These are shared via our editing key, available to children on display and at the end of this policy.

All learning outcomes will be acknowledged at the end of the lesson. It is essential that all learning produced by a child is valued and their efforts and outcomes are acknowledged against the intended learning outcome. A high standard of presentation and spelling will be expected.

In depth marking and subject specific gap tasks will not take place for every piece of work, but will be organised according to each teacher in line with their teaching focus groups and timetables. Children will be given time throughout the week to respond to gap tasks and corrections.

When whole class feedback is delivered for writing, this will be displayed on the whiteboard or on a sheet for the children to refer to.

SEND Expectations and Adjustments

In line with our SEND Policy, we make appropriate adjustments on a regular basis, for those with specific needs; however, there is still an expectation that they will be empowered to produce their best work at all times. Staff are aware of their needs and how that impacts on their written work, spelling, retention, or speed. Progress in books and knowledge should still be apparent over time, in line with their entitlement to good and better teaching and an appropriately pitched plan of work.

The Child’s Role:

- Children have many opportunities to comment on, edit and discuss their own work and the work of others. This can be through the purple pen of power or through “yes yellow” and “uh oh orange” opportunities as is age appropriate.
- Children are encouraged to self-evaluate and know their own levels of success and achievement at an age appropriate level using child friendly language.
- Children are challenged to give honest, constructive feedback, which will help pupils to improve their work in line with success criteria, good modelling and WAGOLL (what a good one looks like).

Pupil Voice:

Pupils have been consulted on the feedback policy and asked for their thoughts. Children said that they recognise from the feedback where they have gone wrong and they can then work on it. Children recognise from feedback what they have done well and what they need to improve on. The children believe that feedback supports their learning. Children like ticks and positive comments. Staff informing the children as a class what their next steps are also supports them to improve.

Foundation Stage

Feedback requirements for the Foundation Stage will follow the guidelines above wherever appropriate, but will focus upon good Early Years practice. Verbal feedback techniques will be emphasised and good modelling and coaching will form the beginnings of children being involved in their own learning, through feedback and advice in line with their age and the stage of their development. Staff may wish to make comments for their own use or for other adults to refer to.

Presentation of Work

- The date is written in full for each new piece of work (numbered date for maths). Dates and titles will be checked to ensure that habitual errors are not being made.
- The title is written below the date.
- Handwriting should be in the school adopted style.
- Blue ink should be used by pupils who have achieved a pen licence. Pencil is always used for maths.
- Errors should be rubbed out or crossed out neatly with a ruler.
- Pencil crayon should be used to colour in exercise books.
- Children should be given time to finish set work. It is expected that all work will be completed.
- Where required, staff will comment on presentation of work to ensure that pupils understand the importance of presenting their work to a high standard and spellings will be set for children to correct.

Please see additional KS1 Editing Key and KS2 Editing Key.