

St Joseph's Catholic Primary School

Feedback Policy



Vision and rationale

St Joseph's is committed to the progress of every child in our school. Our pedagogy and curriculum are designed to enable all learners to achieve, with our teachers using a variety of methods to enable this. Feedback is a vital tool for the children to understand how they can improve, both motivating them to keep trying, and to aid their learning. Precise feedback can help address misconceptions, reinforce a skill or piece of knowledge, or extend a child's understanding or ability to do something.

Our feedback policy has considered a wide range of evidence that has informed our approach, and places what research supports at the heart of our practice.

Aims of the policy:

- Ensure all pupils receive meaningful, actionable feedback that supports progress over time.
- Create a consistent, whole-school approach that is understood and known by all children and staff, and that reduces workload and supports teacher wellbeing.
- Foster pupil independence, reflection, and responsibility for their learning.
- Provide equitable access to feedback that meets the diverse needs of our learners.

Principles of effective feedback at St Joseph's:

- **Timely** – given at a point where it can most positively impact learning; this is often immediately but can, in some circumstances, be effective after the lesson.
- **Actionable** – it will diagnose gaps before giving tailored feedback which clearly identifies how to improve.
- **Specific and focused** – targets the learning objective and success criteria. Identifies what was incorrect and why, then provides guidance on how to improve.

- **Efficient** – prioritises impact over volume, reducing teacher workload.
- **Inclusive** – ensures every child feels valued and supported to improve.

Frequency and types of feedback that children receive:

A core principle of our feedback policy is that children understand what went well in their work, and how to improve it, with tangible next steps. We use range of feedback techniques to achieve this: through their own self marking in lessons, peer marking, teacher ‘live’ marking during lessons, some teacher marking between lessons, but mostly through high-quality teaching that tailors to the needs of the children during the lesson.

Research suggests that feedback, i.e. the children knowing how to improve, takes many forms, and that written individual feedback is only one of these methods.

For core subjects, we ask that children have received feedback to help them improve at least once a week, while other subjects may be less frequent than this. However, this feedback may not be written individual comments in books, but rather delivered in other forms, as outlined below.

Please read on for examples of how we deliver feedback:

Verbal feedback

Our teachers are skilled at using verbal questioning and feedback to improve understanding, and to point out misconceptions and things to improve next time. During lessons, teachers regularly move around the room, answering questions and reading a range of work throughout the class; they then provide feedback on what the child could continue to do during this task. While no written evidence of this exists, a high percentage of high-quality feedback comes in the form of tailored, one-to-one verbal feedback that happens during the task or lesson itself, which is shown to be the most productive time to give or receive feedback.

Live marking

During the lesson, in addition to giving verbal feedback, our teachers circulate with pens to mark work while it is being completed. This often takes the form of a pink pen to tick work that is correct, and a green pen to illustrate misconceptions, errors, or areas that could be improved. This allows the children to receive ‘live’ feedback which they can immediately address as they continue their work.

Learning objectives and success criteria

We design our lessons to have precise learning objectives and success criteria, which helps us keep in mind the intend learning for the children, and not just which task they

will complete. With a clearly defined learning objective and success criteria, we focus on how children acquire knowledge or skills that they need to progress in that area of the subject they are doing. Therefore, when we are providing them with feedback, we tailor it to the specific aims of that lesson; the more tangible the criteria are, the more likely the child can interpret their feedback and action an improvement.

Self-reflection and self-assessment

With precise success criteria, children can reflect on their own work and consider how it might be improved. This allows teachers to provide children with opportunities to self-assess with little variance in how this might be interpreted due to the tangible criteria to mark with. During self-assessment, teachers move around the room to support children in their understanding and application of how their work could be improved.

Peer assessment

Precise success criteria also enable children to mark each other's work, allowing them to further understand their own work, and the work of others, within the parameters of defined criteria.

Written feedback by teachers and teaching assistants

As stated in 'live marking', staff write in books during lesson time to provide live feedback that can be acted on immediately.

Staff regularly mark child work between lessons, for example our half-termly quizzes and assessments.

Staff are not expected to go through books outside of lesson time to 'tick and flick', i.e. show that they have seen all work, or acknowledge that work has been done. While staff often do check through work between lessons to inform their future planning, we do not ask them to mark or evidence this.

Whole-class feedback

Research shows that whole-class feedback can have a huge impact on child learning, if certain conditions are met. The principle of whole-class feedback is that the teacher sees a sample of work, e.g. 6-10 examples, and uses this sample to understand which common issues or successes are occurring throughout the class. This allows them to then prepare feedback and models to aid progress with misconceptions and errors, and to narrate and consolidate successes. This can either occur during the lesson, or when a teacher looks at work after the lesson. Here are some examples of how we might use whole-class feedback:

- **During the lesson:** a teacher circulates the room as the children are working independently and takes certain work and places it under a visualiser or iPad so that it is visible to the whole class. The teacher then live marks it – what has gone well and what can be improved, so that the class can see the teacher's thought process and how they are applying the success criteria to real work.

- **During the lesson:** a teacher circulates the room during independent practice, and identifies common misconceptions, or things going well. Under a visualiser or with an iPad, the teacher creates their own model example that corrects the common misconceptions. For example, they may show how to correctly do long division in a certain way, having seen some of the class struggle with this. This type of feedback identifies trends in the class and immediately addresses it with the whole group.
- **Between lessons:** a teacher takes a selection of work, e.g. 5-10 examples, and looks through. They take note of misconceptions and common errors, in addition to things that are going well. Using this work as a trend, they then create a feedback task for the following lesson, using both the visualiser and their own model examples to give feedback to the class. This method takes less time than marking a class set of books, and research shows is more effective for child learning than written individual feedback on work.

Assessments and Data

In addition to day-to-day feedback, we assess the children in their subjects once a half term, and then follow up with data input, monitoring, and intervention.

Summative Assessments

Children complete one assessment per half term in most subjects. These are low-stakes, end of unit tests and quizzes which help teachers track student learning and identify gaps for future teaching.

Data input

Teachers input data on Arbor termly for all subjects. Looking at progress across the two half terms, teachers use their judgment to submit a best-fit grade for the term overall, e.g. Working Towards, Expected, Greater Depth.

Pupil progress meeting

Once a term, teachers meet with the school leadership team to discuss the progress of all children. This ensures that all children are monitored so that we understand who is making progress, who might have barriers to learning, and provides evidence for how we design interventions for the following term.

Marking systems and codes for all children and adults

To ensure that feedback is clear and interpretable, we have implemented a consistent system across the school.

Pen colours: we use pink pen to tick / mark work as correct, and green pen to suggest improvements or to identify errors or misconceptions.

Marking code / symbols used on work:

Symbol	Meaning of symbol
o	Full stop missing
,	Comma missing
©	Capital letter needed
SP	Spelling error
P	Punctuation mistake
/	New sentence
//	New paragraph
?	This doesn't make sense
FS	This needs to be a full sentence
<u>UL</u>	Underline with a ruler
D?	Date is missing
I*	Incomplete work
AJ	Add an adjective
AD	Add an adverb
**	Make this word more exciting
^	Missing word
PR	Improve presentation in future.

Teachers / Teaching Assistants sometimes record how a child completed the work, e.g. independently or with support.

Subject-specific guidance:

Spelling: correction of key words; 1 spelling correction for KS1; 2 spellings per piece of marked work for KS2.

Writing: Teachers mark at least one 'big write' per half term.