

## **St George and St Martin Catholic Academy**

### **A policy for feedback**

#### **'Growing, Learning, Loving in Christ; United in Play, Prayer and Peace'**

We **grow** in understanding and faith to be the best we can be.

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 policy was produced in consultation with staff when looking at the Education Staff Wellbeing Charter, in order to drive down unnecessary workload.

#### **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.
- 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.
- 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 and others' work.

#### **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 punctuation and spelling at an age-appropriate level whilst live marking. All staff must correct letter and number formation and children write their corrections in red pen.

During live marking, children will receive Dojo points, green cards, stamps and stickers for good work. Any work that goes beyond the learning objective or is seen as an excellent response should be marked with a double tick.

All marking will be done with a green pen.

Any mistakes made must be corrected by the child using a red pen.

During this live marking, staff will discuss with children the work that they are completing and support or move on where necessary. When this is done, the code VF will be recorded in the children's book.

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 at the time. Staff should then mark the answer.

Any work done to support the child will be marked as WS.

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 can be seen.

### **Self and peer feedback**

During 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 should complete corrections in red pen.

Peer feedback is useful and enables children to see other children's work. Peer feedback is best done in 3s to enable conversation to flow. 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 red pen.

### **End of lesson feedback**

At the end of each lesson, teachers will 'book sort' children's books into those children who require further support on the objective, those who have achieved the objective and those who can go beyond the objective.

Children who need further support will be given this prior to the next lesson. This may be done as a group or individually.

Teachers may amend planning following a book sort and may need to do consolidation lessons for some children or provide additional work for children who are secure in the objective.

Comments do not need to be written when book sorting.

Dojo points, green cards, stickers or stamps may be awarded during book sort.

Following books sort, teachers may see that there is a common mistake being made by children. This mistake will be fed back to all children during the following lesson

### **Feedback in Art**

Feedback will take the form of verbal, in the moment feedback in Art lessons.

Symbols for marking

**Key Stage One**

VF = Verbal feedback given

CL = Capital Letter omitted

FS = Full Stop omitted

sp = spelling error

^ = word missing

**Key Stage Two**

The number of symbols is extended to include:

VF = Verbal feedback given

// = new paragraph

, = comma

?/!/” = punctuation required

sp = spelling error

Where the writing contains spelling inaccuracies, which the teacher considers the child can spell correctly, they should be underlined and corrected at the end of the piece of writing. Pupils should use the Look, Say, Cover, Write, Check method to practise no more than 3 spellings 3 times.

Please also see RE marking and feedback policy.

Policy agreed by Staff on \_\_\_\_\_

Policy agreed by Governors on \_\_\_\_\_