



"Hand in hand, we listen to God's call, we learn from God's word and we share God's love through service."

Feedback Policy 2022

Head Teachers signature:

Governor's signature:

This policy is to give guidance to staff on the purpose, types and frequency of feedback.

Purpose

Feedback including marking has a number of purposes:

1. To help pupils understand what they have done well
2. To help pupils understand how to improve
3. To help pupils make visible signs of improvement as a result of the feedback given.

Most feedback will be in response to the Learning Intention, which at St. Augustine's is recorded at the start of a piece of work in a child's book. However, if pupils are not demonstrating a secure knowledge of the basics in handwriting, spelling and use of standard English, this must be addressed.

Types of Feedback

Written feedback – staff will wash their hands or use sanitiser before and after marking a set of books.

- Work will be marked with green pens
- The green is used to help pupils understand what they have done well or what they need to work on and can take the form of underlining with an appropriate symbol in the margin or comments.

Verbal feedback

- Verbal feedback will be indicated at the bottom of the piece of work as part of the codes but there is no requirement to explain what the verbal feedback is. The impact of verbal feedback should be clear in subsequent work. To evaluate the impact of feedback being given, the following piece of work or redraft will be monitored by both the class teacher and SLT during work scrutiny.
- Verbal feedback could also take the form of guided group work as a follow up or recapping on previous learning at the start of a lesson and sharing children's work, identifying strengths and areas for development.

Peer assessment

- Children can assess work in partners or in a group. When this type of feedback takes place, it is vital there is focussed criteria for them to assess against.
- When peer assessment takes place, children should either be given success criteria which they tick or cross to show that it has been met or complete a post –it note under the title peer assessed by .

Self assessment

- When self-assessment takes place, children could be given success criteria which they tick or cross to show that it has been met.

Frequency of feedback and general guidance

All work should be marked, however not all work needs the same level of annotation. Some work (as agreed with staff) can be acknowledged rather than commented on.

As all work, where practically possible, must be looked at before the next session, it is vital that teachers keep up to date. The outcomes from a lesson should inform what happens in the next one. This is a requirement set out in the Teacher's Standards and is non-negotiable.

Teachers should adopt the school's handwriting style throughout marking as this provides a good model for children.

Marking codes have been agreed by SLT to avoid repetition of key comments.

The feedback codes are below. It is important that all staff and children are familiar with them.

Feedback code:

Symbols used

The symbols below should be written to the left edge of the paper if possible

Sp

Spelling error (write word correctly at the bottom of the work). Child to write it out (correctly) three times. Maximum of 3 corrections per piece of work.

CT

Supported with teacher

EA

Supported with/by EA

Ab

Absent

VF

Verbal Feedback

IG

Withdrawn from lesson for an intervention

S

Some form of scaffolding provided

Subject specific Feedback

Mathematics

- Journals read by the class teacher and acknowledged in green. Misconceptions to be addressed with verbal feedback.
- Workbook work marked by the class teacher with a tick (correct) or dot (incorrect) in green. Teacher to decide appropriate way to feedback to children- this may include, but is not limited to, verbal feedback, specified intervention groups or having children redo their work.
- Class teacher to tick next to the learning objective if child achieved the objective.
- Up to three misspelt mathematical terms corrected, as well as number formation, in journals and/or independent work.
- Children should not mark (including peer assessment and self-assessment) any MNP lessons.
- PAL (formerly jotter) and work completed during focused fluency sessions do not need to be formally marked. It is acceptable to self-assess.
- Target tests may be marked by the EA providing that the class teacher reviews them so that appropriate feedback can be given as needed.

English

All written work acknowledged every day with a maximum of 3 spellings picked up daily, focusing on High Frequency Words and common errors first. Grammatical and secretarial errors need to be addressed every day. **Supportive critical comments to be given at appropriate times when it will move learning forward.** A critical comment should be responded to by the pupil at the start of the next lesson.

Writing Anthologies

Work in this book should be praise marked.

RWI

Acknowledge work in Green books. Mark work in Get Writing workbooks, focusing on letter formation and spellings they should know at their stage of learning.

Guided Reading

Acknowledge the work and address any grammatical, spelling and punctuation errors. Feed in what is learnt from their responses into the next session. This might include modelling an appropriate answer in terms of length and detail. **Do not** tick answers that are not good enough as a response, instead circle the question number to indicate that this needs to be attempted again. Children should be given time at the start of the next session to address errors.

RE

- Verbal or any written feedback should relate to the RE learning and RE skills.
- Green tick in the margin next to learning intention if achieved.
- Acknowledge any misconceptions through verbal feedback and allow children the opportunity to address their misconception in their work.
- Next Step on at least 2 pieces per unit: moving learning forward focusing on AT2 and AT3 of Age-Related Standards.
- Spellings and Grammar errors should be addressed but with a focus on RE vocabulary for spelling first e.g. Jesus, God, or any of the key vocabulary from the front of the unit.

Science/ Topic

All work should be acknowledged with a maximum of 3 spellings picked up. Grammatical and secretarial errors need to be addressed. Feedback codes as listed in this policy also apply to these subjects.

RSE/PSHE

All work should be acknowledged with ticks only.

Any misconceptions or issues that may arise must be addressed through verbal feedback only.

Handwriting

Acknowledge and model correct letter formation or join where the child has done this incorrectly.