



Feedback Policy Years 1 - 6

St Lawrence's Catholic School Mission Statement

Our school is a place where we come together as one community to learn, have fun and make lasting friendships, all under God's love and care.

Feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly in each aspect of the lesson. All feedback should have a positive tone. It should be specific, clear and appropriate in its purpose and productive in its outcomes. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

Aims of Feedback:-

- To support pupils to make progress.
- To provide strategies for pupils to improve.
- To give pupils dedicated time to reflect upon their learning and put effort in to make improvements.
- To inform planning and structure the next phase of learning.
- To facilitate effective and realistic target setting for pupils and/or the teacher.
- To encourage a dialogue to develop between pupil and teacher.
- To encourage pupils to have a sense of pride in their work
- To encourage pupils to perfect presentation
- To correct mistakes with a focus on literacy and mathematics skills and strategies

Principles which guide Feedback:-

- Be manageable for the teaching team and accessible to the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Be timely and respond to the need of the individual learner so that they can actively engage with the feedback.

- A dialogue, both verbal and written, should be created between the teacher and pupil. When marked books are returned to pupils, it is essential to allow time for pupils to read the comments and engage with the feedback.
- Pupils should be encouraged to assess their own work against collaboratively created learning targets.
- Peer and self-feedback are valuable tools for learning that should occur regularly, after careful structuring by the teacher.

Oral Feedback:

It is important for all children to have oral feedback from a member of the teaching team regularly. This dialogue should focus upon successes, areas for development and to set targets for future learning. It has immediacy and relevance as it leads to direct pupil action. Verbal feedback may well be directed to individuals or groups of pupils; these may or may not be planned for and do not have to be recorded as the impact will be evident.

Peer Feedback

This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher. Written peer feedback should be clearly titled and identified as 'Peer Feedback' and should include the name of the pupil providing the feedback. Pupils need to be well trained over time to effectively peer assess one another. This process will be led by all teachers in Juniors.

Summative Feedback/Marking:

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this. If this is the case then a red pen is used. If marked by a member of teaching staff, a green pen must be used to mark and comment. If a child's peer marks a piece of work then a purple pen (KS2) is used to mark and comment. The correct coding can be used to show whether the LI has been achieved (see end of this policy for code)

Formative Feedback:

Not all pieces of work can be given detailed feedback. Teachers need to decide whether work will be acknowledged or given detailed attention. The frequency of each type of feedback will vary between subject and key stages, be professionally determined by teachers and coordinators and model all aspects of our presentation/handwriting expectations.

There are two types of written feedback: detailed and maintenance.

Maintenance

All marking is marked against the LI of the lesson and is dependent on the level of input and support. Each learning intention ends with the codes T-L-I-GW-WC (Juniors) and written by the teacher in KS1 to indicate the level of support given in the lesson. This applies to all subjects.

Praise must be indicated with the use of positive comments, stickers and house points.

Lessons indicated with the code GW and WC do not need to be marked or initialled by a teacher.

The teacher must mark each piece (that requires marking) using the code:

- LI? = Learning Intention not met
- LI✓ = Learning Intention met but more practice needed
- LI* = Learning Intention confidently met

Detailed

English

Each week, a short written task is to be completed and marked/initialled by the teacher. This piece of work leads up to the final piece.

A 'Teacher Feedback Grid' is used to give written feedback after the final piece/'hot' write.

*With Year 1 transition, this will begin the Summer 2 term. Verbal feedback and initialled VB on the piece of work is used until Summer 2.

Children work to producing an independent piece of writing every week. This may be a paragraph, description but not a whole piece. Teachers should correct/model punctuation, spelling and grammar according to their year group expectations. Ticks and positive comments should be used to acknowledge correct aspects of writing.

The feedback grid is stuck in at the end of the piece of writing – usually the 'hot' task. The writer's toolkit objectives are used to tick against and will clearly show areas to work on (as indicated by the arrows)

Teacher Feedback Week 33
Man on the Moon- Hot Write

WOW:



NOW: See green arrows. ➡

- ☐ **Correct punctuation-capital letter and full stops.**
- ☐ **Commas in a list**
- ☐ **Expanded noun phrases.**
- ☐ **Use adverbs to add detail.**
- ☐ **Use word banks and phonics for spellings.**
- ☐ **Question for the reader**
- ☐

Spelling practise x 3: _____

As the English standards of pupils is expected to improve year on year, we must give appropriate and targeted feedback across all subjects. Spelling, grammar and punctuation are not just important in English but are essential in every subject. Therefore errors made by the child need to be highlighted by an adult when giving feedback.

KS2 Marking Code	
~~~~	Something doesn't make sense. You need to read your work carefully and check it for mistakes.
^	Missing work/word.
+	Add more detail.
//	New paragraph needed.
P	Punctuation.
V	Think of a more adventurous word.
SP	Spelling.
T	Incorrect tense used.

## Guided Reading

Years 3-6

Only the final independent part of the 3 week cycle of Cracking Comprehension must be marked. All other written guided reading tasks are guided by the teacher and so not need marked or initialled unless some element is independent.

## Maths

Feedback grid to be used in the middle of each unit Years 1-6. It must contain individual WOW and can have a printed NOW. The White Rose End of Unit Assessment must be in books at the end of the unit.

Teacher Feedback Week 30 Shape and Space	
<b>Wow:</b>	
<b>Now:</b> Match the pictures to the numbers.	
	1 ten and 5 ones
	thirty-five
	25

## Times Tables

Times tables tests do not need to be marked or initialled as scores are recorded by teachers.

## RE

### KS1

Each topic must begin with a title page and a knowledge organiser. The title page must include a grid showing success criteria for the topic.

A WOW and NOW grid must be used every 2 weeks. WOW needs to be handwritten. NOW questions can be printed and need to have an RE focus and develop religious knowledge and understanding. Learning intentions must include 'driver' words.

Teacher Feedback Week 30 RE – Easter to Pentecost	
Wow:	
Now: Who is Jesus? How do we know this?	

Each topic must begin with a title page and a knowledge organiser.  
A Teacher Feedback grid must be used every 2 weeks or every 5 lessons. WOW needs to be handwritten. NOW questions can be printed and need to have an RE focus and develop religious knowledge and understanding. Learning intentions must include 'driver' words.

## Science/History/Geography

Each topic must begin with a title page and a knowledge organiser. Half way through the topic, a Teacher Feedback Grid (differentiated typed WOW and NOW) is used as a mid-point assessment and to address any misconceptions that may arise. At the end of topic, a short (one page) multiple choice assessment quiz is completed in books.

An end of unit evaluation is used for children to appraise their own work and skills developed through the topic.

PE must be assessed using the Get Set 4 PE software and completed by the PE specialist teacher.

Assessment will remain as teacher judgements throughout the units.

## Self Evaluation

Each pupil needs to evaluate how they have met the learning intention of the lesson using the code:

LI /? /✓ or☆

Children do not need to write a comment although this can be included at the teachers' request.

### **Handwriting**

Adults must model the school handwriting style at all times.

### **Monitoring and Evaluation.**

Subject co-ordinators and Senior Leaders undertake quality assurance to ensure feedback is allowing all pupils to progress their learning. This may involve informal conversations or more formal interview with pupils and staff, book looks, work celebrations, moderations, learning observation etc.

### **Cover Teachers**

All lessons taught by anyone not the class teacher must stamp the work with the appropriate stamp.

Review: September 2024

Next Review Date: September 2026