



Feedback Policy

Applicable to KS1 and KS2

Implementation date: 2021
Review: 2022

FEEDBACK POLICY

1.) PURPOSE

Providing feedback of a high quality is central to our commitment to ensuring that children get the best possible education whilst at St. Michael's.

High quality feedback is consistently listed by the Education Endowment Foundation (EEF) as being one of the most effective aspects of pedagogy, with the potential to add as much as 8 months of additional progress to pupils who regularly experience it.

The EEF Toolkit defines feedback as:

"... information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers..."

There are many positive reasons why we provide written and verbal feedback on children's work:

- Checking and assessing pupils' responses to learning tasks
- Making decisions about what we/they need to do next
- Acknowledging and valuing children's efforts
- Celebrating success and gathering information about achievement
- Setting targets that enable the pupil to improve his/her learning
- Identifying children who may need intervention or additional support
- Giving guidance on how a child might improve in future
- Ensuring that pupils and parents are aware that a pupil's work is carefully monitored and assessed in order to plan future programmes of work
- Informing planning to identify aspects of work which may need repeating or clarifying, reinforcing or enriching
- Meeting statutory assessment requirements
- Constructing meaningful reports on pupils' achievements in school including Foundation Stage and National Curriculum assessments
- Informing parents, pupils and other agencies
- Enabling informed judgements about school attainment trends

2.) PRINCIPLES

- Feedback provided to children should be regular and frequent, with the aim of helping children to improve their learning.
- Feedback to children about their work can have different purposes at different times and can be either **written** or **verbal**. Each type of feedback can also be given by use of **digital technology** using the child's iPad in Years 2-6.
- Feedback should not confuse *attainment* with *achievement*. The emphasis in teacher's marking should be on a child's **achievement / progress during the lesson**.
- Feedback should not impact on the work/life balance of staff.

3.) MARKING

Marking is a form of written feedback and must follow the formats described below in Maths and English:

- When writing in pupils' books, or adding comments to their electronic work, the teacher will use a **blue** pen/font to mark.
- Teaching assistants or student teachers will use a **purple** pen/font.
- Pupils will use a **green** pen.
- Staff will keep a feedback journal in which to record/refer to any relevant notes/reminders that need to be made during each week's marking cycle.

(i) Deep Marking:

Deep marking will provide *detailed* feedback to the pupil as to how they have achieved in the lesson and may include **additional comments or questions designed to challenge, extend or promote further thinking**.

Every pupil is expected to receive this type of marking of their work *at least once per week*. Some pupils may receive feedback through deep marking more often than this if it is appropriate, with teachers encouraged to use their professional judgement.

Deep marking may either take place in their physical exercise book or, for pupils in Y2 upwards, it can be done **electronically** on a piece of work that has been submitted via **Showbie**.

(ii) Live Feedback:

Live feedback is given by a member of staff whilst the child is actually doing their work. Teachers working with **guided groups** will signify this by labelling pupil work, whether it be in physical or electronic form, with a 'stick-man' at the top of the page.

The benefit of live feedback is that pupils' work is being corrected in real time and their learning developed through focused questioning and appropriate challenge. Teachers may also make simple annotations in the form of modelling, prompting, correcting etc.

If working electronically, it is possible that the live feedback may also be recorded and attached to the child's work so that it can be accessed again at a later point (this is different to verbal feedback being attached *after* the work has been handed in).

Pupils should take part in *one guided session per week*. This type of session may be more frequent if there is regular TA support available.

Pupils' work must be initialled at the bottom by the adult working with them during that particular lesson.

(iii) Light Marking

Light marking is to be done to the learning objective only. This will usually be done electronically to provide feedback for work that has been shared on Showbie. The school has a simple system of Emojii's that are electronically attached to pupils' work.

There will be three possible actions following this marking:

- **Acknowledge and stamp/attach emoji:** This is to show that the learning objective has been met.

- **Minor corrections:** Simple rule of thumb: A child should see a minor correction and think, “*Oh yes, I missed that*” rather than, “*Oh, I didn’t know that.*” This will typically be for a common spelling/secretarial error or an issue with layout/presentation. It may also refer to an obvious mistake or omission.
- **Verbal feedback to the pupil:** Verbal feedback will predominantly involve further teaching, guidance or support but may also involve setting further challenge or celebrating and sharing excellent achievement.

In the case of digital work the VF can be attached to the child’s work for them to listen to. This will need to be marked VF. Teachers may wish to keep their own brief note as to the VF given for possible future reference with that pupil.

- **Praising work:** Pupils can still be praised for their work even when light marking. For instance, writing a specific comment such as “*great use of language*” or “*accurate calculations*” next to the actual part of the work that you are referring to makes it clear to the pupil exactly what you are happy with and takes up no more time than simply writing “Good work”.

Examples of good work can be shared with the class group via Showbie.

(iv) Pupil Marking

From time to time pupils may be asked to self-mark their work, or to swap it with a partner for peer marking. This strategy is particularly useful for pupils in UKS2 and conforms to the school’s aims for pupils to work collaboratively.

If a child is self-marking, whether it be physically or electronically, they must self-mark in **green pen**. This will include putting a green stick man at the top of the page to indicate that the marking has been done by a pupil. Mistakes are to be marked with a cross and pupils must then have a go again at the question underneath. They must not cross or rub out, as this shows their progression of work. A rubber can be used to correct drawings or for minor mistakes.

All children are expected to reflect on how well they have understood the learning objective and the lesson by marking on a smiley face system. This will need to be built in to the end of each lesson.

(v) Subjects other than Maths and English:

Teachers are to use light marking in all other subjects, including Humanities and Science. This will support with workload and work/life balance. Books will remain in use in all subjects as part of the school’s hybrid approach to the use of digital technology and traditional recording methods.

(vi) Student Teachers

Instruction will also need to be given as to the school’s approach to marking work/providing feedback electronically and must ensure that they mark in line with School Policy with support and guidance from the class teacher.

The class teacher is responsible for the quality of marking completed by student teachers who have delivered lessons. A weekly check must take place where a sample of work marked and assessed is quality assured by the class teacher. Any issues arising from this will be raised with the student teacher and rectified immediately.

(vii) Support staff

The symbols **I (independent)** or **S (Supported)** must be used to indicate whether a child has been supported by an adult or has worked independently. This is particularly useful in KS1 and with SEN pupils.

4.) MARKING WRITTEN WORK IN ENGLISH LESSONS (Pathways to Write):

Use of “Mastery” and “Gateway” keys

- When providing written feedback in **English** books or on work that is produced electronically, teachers will directly refer to the Mastery and Gateway “Key statements” that are specific to the current unit of work. These will be displayed on a title page in each child’s book at the beginning of a new unit or text. This is also to apply in the case of recorded voice feedback that is attached to electronic work.
 - “Gateway” keys refer to the *maintenance of previous learning*. Pupils will be expected to demonstrate that they can still apply existing skills.
 - “Mastery” keys refer to *new learning* that is being actively taught as part of the unit.
- Each Key will be ticked and initialled as and when the skill has been achieved/demonstrated. This will make it easy and straightforward to cross-reference pupils’ achievements during each unit of work.
- Any comments regarding pupil’s learning will relate **directly to the key(s)** on the title page so as to keep feedback clear and concise.
- Teachers may provide additional feedback regarding secretarial skills/layout and presentation of work as needed. This should be concise and based upon established non-negotiables. With all feedback, whether it be physical or electronic, there must be an expectation that this should result in an immediate change in the pupils’ work.
- **The final written piece of work at the end of each P2W unit will always be physically deep-marked.**

5.) LAYOUT OF WORK - BASIC PRESENTATION NON-NEGOTIABLES:

(i) Date:

In **English** books and all books other than those used for Maths, the day and date are written in full.

In **Maths** the date is written numerically at the top of the *Powermaths* title page or at the top of the exercise book page if working in Maths Journals.

(ii) Pen/Pencil:

A pen licence will be issued to children who are able to consistently meet the expected standard of presentation using the school ‘rainbow writing’ in ALL subjects (not just English). This is to recognise pupils’ handwriting achievement regardless of their age. Pupils are to use pencil until this time.

This does not apply to pupils when working using a stylus on their iPad.

(iii) Layout:

In **English** and **Guided Reading** books the children are expected to present their work in the following manner:

- underline the date and title in pencil
- write from the margin
- use their best handwriting
- avoid crossings out

In **Science** books children are expected to follow the above criteria and also comply with the expected form of writing up investigations (See **Science Policy**). These are age-specific and vary from year to year.

In **Maths** children have two books. They have a maths journal that contains traditional squared paper. They also have a *Powermaths* workbook, which has printed material for them to record their work directly.

In **Maths** children must use pencil at all times unless otherwise agreed due to an additional need. When using squared paper in maths journals all digits and symbols are to be written in separate squares (including fractions – numerator and denominator).

It is of **high importance** that the use of ruled margins continues to be taught in KS2 from Y3 upwards for use in Maths journals, and that adults insist on high standards of presentation at all times in both types of Maths book.

(iv) **Handwriting:**

Please see the school's Handwriting policy for guidance as to how Handwriting is to be taught at SMCA.

It is important that pupils are encouraged to use their best presentation wherever possible in all subjects, and this is to be actively modelled by staff. This includes how writing is displayed on the board, around the room and also in written comments in books and electronic work.