



Holy Name Catholic Primary School

*“Shine Like the **STARS!**”*

Mission Statement

Holy Name is a Catholic Community working in partnership with parents/carers to nurture and educate the whole person, in the way of Christ, enabling all to know their worth and reach their potential.

***S**uccess **T**akes **A**pplication, **R**esilience & **S**tickability*



Statement of Policy

In the interest of pupil progress and improving the children's learning, we have adopted 'Live Feedback' as our method for delivering pupil feedback. This means that in lessons where it is conducive to live feedback, teachers will give immediate feedback about children's work and the children will be able to correct mistakes and address misunderstandings during lessons, rather than waiting for the next lesson to discover whether their work was correct. This will also have an impact upon teacher workload as it will greatly reduce the amount of after lesson marking required.

Feedback will ensure that all children have their work assessed in such a way that it is consistent and continuous across each Key Stage and is likely to improve learning, develop self-confidence, raise self-esteem and provide opportunities for self-assessment. Feedback should be given promptly and regularly.

Objective

Feedback is to be used as part of an assessment procedure to evaluate children's learning. The general feedback issues that apply to all subjects are as follows.

1. To consider the aim/purpose of the teaching throughout the taught lesson and to focus the feedback of subsequent work on the evidence of attainment of that aim.
Secretarial marking is kept to a minimum. The purpose of feedback is to help the pupil make progress in terms of the skills that they can demonstrate **independently** in a particular subject area.
2. Feedback/assessment should inform planning, be diagnostic and enhance learning by helping pupils to understand how work can be improved.
3. We aim to give positive feedback whenever possible, to have high expectations of the content, accuracy and presentation of children's work.

Aims

1. To recognise work that is good.
2. To indicate to children what they must do next to achieve progress.
3. To encourage pupils towards producing a pre-set standard of work.
4. To develop children's confidence, and promote greater learning.
5. To develop self-appraisal and pride in their own work and achievements.
6. To develop the ability to accept constructive criticism and correction.
7. To form the basis for Teacher Assessment.
8. To celebrate achievement both with the pupils and their parents/carers.



General Marking Issues

All teachers should try to give verbal feedback, orally address misconceptions and discuss what pupils need to know to make progress during a lesson. Teachers do NOT have to write a written comment on every piece of work for every child. Teachers must use a green biro when writing in children's books (a tick for a correct answer and a dot for incorrect). Teacher written comments are not necessary on every piece of work but comments may be written on final draft pieces of writing in English. These can also be marked using highlighter pens (green for good and pink for think about it) so that children can see which parts of their writing met or exceeded the learning intention and which parts could be improved.

Pupils should complete work in pencil or blue pen (if using a pen is appropriate for a pupil). Green pen should be used by the teacher for feedback. Stickers, smiley faces and other merit rewards can be used as age appropriate. Pupils should always be afforded the opportunity to correct mistakes using red ink. When children are marking their own work, they should use red ink.

The learning intention for the lesson should be indicated in some way on the page by the child, or in sticker form in EYFS and KS1 (as the lesson title, for example). The main assessment points should relate to that learning intention to ensure that feedback is focused at improving a particular skill.

Children need to know that feedback is important and helps their learning, so incorporate time for this in your lesson. Encourage children to respond to your feedback by correcting mistakes that have been highlighted. If appropriate, allow children time to redraft a piece of work or to practise a particular skill again if they have found it challenging. Work must be annotated to describe the work situation, for example "S" to show support from an adult was given in the lesson, "SS" to show some support, or "I" to reflect that the task was undertaken independently. "VF" may be used by the teacher to show that verbal feedback was given to the child during the lesson. Where children have received support or feedback in a lesson, there is no need for detailed written comments in their books.

Feedback should be given with the learning intention for the lesson in mind; feedback needs to be understood by the child, (remember your audience). Feedback needs to take into account the needs, skills and targets of the child.

Feedback can be carried out by a Teacher, NNEB, Teaching Assistant, a child (self assessment) or other children (peer marking).

When leaving work for a Supply Teacher, always provide them with a copy of this policy and make them aware that they are expected to assess any work for the period that they have covered your class.



English

Wherever possible, children should receive verbal feedback when they are practising a particular writing skill (such as a specific sentence structure or piece of punctuation for example). Pupils should be given the opportunity to self-evaluate as much as possible during lessons.

Teachers should always model neat, legible handwriting in their own writing.

Neat legible handwriting by all ages of children should be expected and encouraged.

Any teacher comments (which are not required and should be minimal) should be encouraging and constructive. Younger children need verbal, face to face comments. Use smiley faces and stickers, particularly where children cannot read written comments. Praise is very important to all ages and abilities of children.

For all pupils, it is recommended that work be assessed against the Learning Intention, which should be written in the title.

Live marking, where possible, has been introduced. Teachers will mark extended pieces of writing.

MATHEMATICS

Feedback/assessment is used to identify, analyse and correct errors and misconceptions in pupils' knowledge, understanding and skills in maths.

1. Be diligent when assessing – check that the number is correct before using green. (It is easy to use green when the calculation is incorrect.)
2. Any reversed numbers should be corrected by the teacher in green pen.
3. If the calculation is wrong, the teacher will mark it with a dot in green pen so the child can put in the right answer alongside the existing error e.g. $8 + 7 = 12$. Any corrections by the child are to be done in red pen.
4. Sample calculations may be written out by the teacher, if appropriate. This can be in place of a comment.
5. **Live marking – teacher and TA to record their initials when they mark. Teachers all mark in green and self/peer marking is in red.**
6. **Acronyms used:**
I = independent task
SS = some support given during task
S = supported task
P = check the presentation of your work
VF = verbal feedback has been given
TWM = this invites the children to 'talk with me' about an error or misconception
Ch = please check

CHILD PROTECTION / PUPILS AT RISK

All Staff are asked to be constantly alert for any signs of abuse to pupils.



If suspicions are aroused by signs of injuries of any kind, neglect, undue emotional disturbance or unusual behaviour, please refer the matter to the Head teacher immediately, who will then inform the School's Child Protection Officer. **A DELAY IN RESPONDING COULD BE COSTLY** Mr Neil Morris is the school's Safeguarding Lead. Staff will receive Training in Child Protection each year.



APPENDICES TO FEEDBACK POLICY

APPENDIX 1: Foundation Subjects and RE.

When assessing foundation subjects, it is important that the Learning Intention is very clear and that it is written as the title of the piece of work. Teachers can then assess work throughout the lesson and give feedback and a comment such as 'L.I. met' can be written on the piece of work if necessary. Teachers can also use notations like 'VF and peer marking' in these subjects.

RE

Work is only expected to be formally marked, using driver words, on one piece of work from the middle two weeks of each RE unit (please ensure it is not the same piece of work for every child). All other pieces of work can be marked using a green biro with a comment such as 'LI met'.

Suggested Phrases including driver words:

- Well done, you can make links ...
- You can give reasons for...
- You can describe...
- You can show understanding...
- You can identify...
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NB When marking RE work, only those words that have an RE base should be corrected if spelt wrong.

N Morris