



St Richard Reynolds Catholic Primary School

Policy: Feedback

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Date of next review: As required

Aims:

Timely feedback for a pupil learning is integral to their achieving success and, as such, is an important part of our curriculum provision at SRRCC. Feedback can take on many forms and our staff will build these varied assessment and feedback strategies into their planning where appropriate. While summative assessment is needed at regular intervals to check pupil progress, formative assessment *as they are learning* is equally important to show the progress that each pupil is making over time.

We believe that it is not the quantity of feedback that is the mark of 'good feedback'; it is the quality of it, and crucially the timely impact it has, that it has that make it 'good'. Targeted verbal feedback in lessons will form a key part of our lesson delivery so that pupils receive feedback partway through activities in order to give them time to address any areas for development before they complete the task. This means that, not every piece of written work a pupil undertakes at SRRCC will be formally assessed by their teacher or detailed written feedback be given. However, each piece of work will be reviewed by a teacher or TA and marked appropriately. Our staff will focus in detail on specific pieces of work though and these will be closely assessed and detailed feedback given on them.

The purpose of feedback is:

- To enable each pupil to fulfil their potential across the curriculum
- To show that we value children's work and encourage them to do the same
- To support and help students to learn by identifying areas for development
- To support and help pupils to learn by providing clear feedback
- To inform the teacher's planning of future lessons
- For pupils to be made aware of the success criteria within each of their subjects and how they can meet the criteria
- To give encouragement and boost self-esteem and aspirations
- To give guidance on future learning
- To inform progress updates given to parents/carers

We will achieve this by:

- Ensuring that pupils are aware of their next steps or targets
- Ensuring that pupils receive verbal and written feedback, commenting on areas of strength and development
- Making time in lessons for regular verbal feedback

- Sharing the success criteria with pupils for the tasks they undertake
- Employing a wide range of AfL techniques, including self and peer assessment where appropriate
- Setting aside Dedicated Improvement and Reflection Time (D.I.R.T) in lessons/homework tasks for pupils to act on their feedback from previous work
- Communicating necessary feedback with parents/carers
- Carrying out a work scrutiny of an appropriately sized sample on a termly basis - led by PLT. This scrutiny is supportive and is primarily about sharing good practice amongst the department

Procedures for feedback:

All pieces of work will be acknowledged and marked by a teacher or TA, but the type or detail of the feedback will depend on the task; the purpose of the feedback; the age of the child; and individual needs. The following guidelines are used to encourage consistency in the quality of marking and feedback.

Key Stage 1:

- Teachers indicate, by ticking, whether the children have achieved the success criteria which is on their sticker at the top of their work
- When appropriate, children will also tick their success criteria to indicate whether they feel they have achieved the success criteria
- Comments will then refer to the child's understanding of the success criteria and may include next steps to further the children's learning
- Marking and feedback is completed in green pen
- Purple pen is used to show the next steps for children and may involve a task for them to complete (purple for progress)
- Children are given time to respond to feedback when appropriate

Key Stage 2:

- Marking and feedback refers to the learning objective of the lesson and where children have self-assessed makes reference to this
- Feedback, where appropriate, will include next steps to further children's learning
- Marking and feedback is completed in green pen
- Purple pen is used to show the next steps for children and may involve a task for them to complete (purple for progress)
- Children are given time to respond feedback when appropriate

General:

- Praise and encouragement is used to boost self-esteem and aspirations
- House points are awarded where appropriate, e.g. for effort, attainment or presentation
- Supply teachers are asked to sign all pieces of work which they mark