



## Feedback Policy

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### **St Richard Reynolds Catholic Primary School**

**Policy:** Feedback

**Date of publication:** February 2019

**Date of approval by Governing Body:** February 2019

**Date of next review:** February 2020

#### **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 is of most value. 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 pupils' work and encourage them to do the same
- To support and help pupils 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
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### **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 the leadership team. This scrutiny is supportive and is primarily about sharing good practice

### **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.

#### **EYFS:**

- Regular verbal feedback will be given to children and verbal next steps given to move children's learning on
- Annotations of the child's learning, their next learning steps or their comments about their learning will be included, where appropriate on work

#### **Key Stage 1 and Key Stage 2:**

- Marking and feedback refers to the learning objective of the lesson and where children have self-assessed makes reference to this
- Teachers indicate for each piece of work, whether a child has met the learning objective, is working towards the learning objective or needs more support. Our school stamps are used to indicate this
- Our school symbols are used to edit and highlight errors in a child's work. These are displayed in every classroom (see appendix for symbols)
- 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 to feedback when appropriate
- Year 1 will respond to feedback in a purple pencil and from Year 2 upwards children use a purple biro

#### **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 and are indicated by using the abbreviation 'h.p.'
- Supply teachers write 'supply' and initial all work which they teach and mark



# Marking Symbols KS1



: Excellent word, phrase or sentence



: Finger space needed

           (underlined) : Spelling mistake



: New line



(squiggly line) : Grammatical error  
(e.g. wrong tense)



(circled) : Missing or incorrect use  
of capital letters



(circled) : Missing or incorrect punctuation



: Missing word



: Independent Work



: Verbal Feedback Given



# Marking Symbols KS2



 : Excellent word, phrase or sentence

                     (underlined) : Spelling mistake

// : New paragraph

/ : New line

 (squiggly line) : Grammatical error  
(e.g. wrong tense)

st r ichard r ey N olds (circled) : Missing or incorrect use  
of capital letters

○ (circled) : Missing or incorrect punctuation

^ : Missing word

I : Independent Work

VFG : Verbal Feedback Given