

St. Joseph's Catholic Primary School Feedback and Presentation Policy

Mission statement

To follow in Jesus' footsteps, caring for each other when we work, play and pray.

At St. Joseph's Catholic Primary School, we recognise that all children have rights as outlined in the UN Convention. As duty bearers, we have the responsibility to respect these rights and are committed to supporting our children through their education and to ensure that they are rights-holders.

Policy Statement

Our whole school policy for feedback is set out to ensure a **consistent approach** throughout the school. Feedback will ensure that all **pupils are given guidance** on how they might **develop their future work** and staff will be provided with relevant information to **plan future activities**.

Introduction

We believe that feedback benefits, pupils, teachers and parents as it can provide a diagnostic way of checking whether concepts have been understood and ensures that the ongoing development of the child can be monitored and assessed.

Feedback is a way of providing the children with information about their work, guiding the development of future work and assisting teachers to plan for progression.

When providing for younger pupils' work, teachers may wish to make comments for their own or other adults to refer to, although the pupils may not be able to read what is written they do need to know why it is there.

All feedback should be positive, clear and appropriate in its purpose.

Purposes of Feedback

Feedback serves a range of purposes and audiences. No single response will serve all purposes, but quality feedback should fulfil a range over time.

Feedback should help...

pupils to:

- Make progress and encourage them to strive to improve.
- Build self-esteem.
- Celebrate what they have done well and understand what they need to do in order to improve.
- Understand what is valued throughout the school and understand the teacher's expectations.
- Value their work and provide an audience for it.

parents to:

- See their child's achievements and what they need to work on.
- Understand the focus for marking.
- Be aware of the relationship between the teacher and their child.
- Understand the schools and the teacher's values and expectations.

teachers by:

- Providing them with the opportunity to make a variety of assessments (diagnostic, formative, summative)
- Providing an aide-memoire or record of significant progress and targets which the pupil is working on.
- Providing a focus for future planning (individuals, groups, whole class).
- Informing teachers themselves about their planning, teaching and the concepts gained by pupils.

Approaches To Providing Feedback

Written and oral comments can take the form of:

- Open and closed questioning.
- Directions.
- Stickers/stamps/smiley faces/certificates.
- Self / peer assessment
- Explicit teaching points or instructions.
- Encouraging pupils to reflect on their own work.
- Corrections or pointers to help the child self-correct or improve next time.

At all times the feedback approach used should suit the nature of the task set and the age of the pupil.

UNCRC

Article 12. You have the right to give your opinion and for adults to listen and take it seriously.

Article 28. You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29. Your education should help you use and develop your talents and abilities

Aims

We aim to:

- Mark work against the Learning Objective, Success Criteria and children's targets.
- Provide feedback for the children to facilitate improvement, to correct errors and to record success and effort.
- Ensure that the learning objective and feedback criteria have been shared with the pupils.
- Mark work using agreed codes and symbols ensuring that the children understand the meaning of each symbol and take the appropriate action.
- Provide written and verbal comments related to the learning objective that recognise achievement, and provide a balance of positive comments and supportive next steps guidance and be age appropriate, e.g. smiley face for FY.
- Provide time in lessons for children to reflect on the teacher's feedback and comments and respond to gap tasks.

Assessment for Learning

Focused Feedback

Teachers ensure that they mark all work in accordance to progression towards the Learning Objective and most obvious errors. Teachers will provide a balance of written and verbal feedback on children's work.

Focussed in depth marking, providing next steps and gap tasks, will not take place for every piece of work but will be organised across weeks by the individual teacher in line with their teaching focus and in class timetable.

This ensures that:

- Teacher is able to gain greater understanding of the pupils work and range of ability.
- Teachers provide high quality feedback to each pupil, each week.

Live Feedback

From Foundation Year to Year Six, some feedback will be immediate and verbal, taking place during 'live feedback/marking'. The speed of feedback is important and the DFE Review Group have noted that live feedback can be more effective than later feedback. Research from the EEF also shows that live feedback during the lesson is very accessible to pupils and is central to high quality teaching and learning.

Supply Staff and Student Teachers:

Where work is marked by any adult other than the class teacher, green pen should be used and all marked work should be initialled by that person. (It is the responsibility of the class teacher to ensure that this is communicated clearly when cover / timetabled teaching is planned in advance).

The Role of the Teaching Assistant in Providing Feedback:

Where a TA is directed to work with a group or individual children, written comments should be (regularly) recorded to inform the class teacher of a pupil's ability to work independently and successfully at set tasks and these should be initialled by the TA. All feedback in books should be initialled by that person. It is the responsibility of all adults working with children to provide valuable feedback to enable the class teacher to ensure that work is set at an ability appropriate level enabling all children to work independently. PPA cover when taught by an HLTA should provide feedback to the teacher and pupils.

All work should be noted by the teacher who has overall accountability for the academic progress of the pupils in their class.

Monitoring and Review:

Sampling of children's work will be carried out by the SLT and subject co-ordinators. The work will be reviewed in relation to the policy to assess:

- Consistency throughout the school.
- Positive and supportive nature of comments.
- Effects of the policy on the children's work and their involvement in assessment.
- By talking to the children, co-ordinators will also be able to ascertain the extent to which they are aware of the purposes of feedback and what is expected of them by the teacher/school.

Presentation of Work:

- The date is written in full on the first line of a new piece of work (numbered date for Maths, along with a 2 square margin).
- The learning objective is written below the date.
- The date and learning objective are underlined with a pencil and ruler.
- Handwriting should be in the adopted school style.
- Blue ink should only be used by pupils who have achieved the status of writing with pen. Pencil is always used for Maths.
- Children to be taught to start a new line for each new paragraph.

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- Errors should be rubbed out or crossed out neatly.
- Pencil crayon should be used to colour in.
- Children should be given time to finish set work. It is expected that ALL work will be completed. Books/ folders should not contain unfinished pieces of work.

Monitoring and review

This policy will be regularly monitored, and will be reviewed every two years, or earlier if required.

Reviewed Autumn 2021

Agreed by Staff and Governors

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Feedback and Presentation Policy Addendum
CODES & SYMBOLS

Feedback on work should be made using red or black pen (or green – TA / supply teachers).

A

Written next to the learning objective indicates that learning objectives has been achieved.

If not achieved:

A comment is always necessary to inform the pupil as to why the learning objective has not been achieved – a short-term target may also be necessary.

VF

Where a verbal response/ support has been given by a staff member, this will be noted on the work. Staff will also record what the feedback has been about, e.g. VF – capital letters

S

To indicate that support has been given

Ɔ

To indicate the child's next steps / that their learning has been moved on during the lesson

S.A.

P.A.

Self-assessed / Peer-assessed

Task:



Indicates a gap tasks has been given after the lesson for the child to complete next time

SP

Spelling corrections:

Up to three spellings can be corrected in any piece of work. Teachers should focus on: high frequency words, previously taught spelling patterns or rules, subject-specific vocabulary. (It is expected that this would be provided during lessons at pupils' tables).

Children should then copy out their corrections three times at the start of the next lesson.

If spellings are underlined and 'SP' is in the margin, the child should use a dictionary to correct their spelling.

Handwriting:

In KS1 it is useful to provide ongoing handwriting practice. This can focus on individual letters or whole words.

Children's Responses:

At the start of each lesson, children should have a chance to read the teacher comments and respond to any gap tasks or make any corrections.

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