



St Augustine's Catholic Primary School

Be the Best You Can Be

Feedback Policy

September 2020- September 2022

St Augustine's Feedback Policy

This policy should be read in conjunction with the Single Equality Policy 2010.

This policy outlines the purpose, nature and management of marking and feedback at St Augustine's Catholic Primary School. It is based on the March 2016 report Eliminating Unnecessary Workload around Marking and the Practical tool: feedback policy (primary school) exemplar.

INTENT

At St Augustine's, our marking and feedback needs to follow three basic principles:

- 1) **Manageable**
Marking practice should be proportionate and consider the frequency and complexity of written feedback, and cost and time-effectiveness of marking in relation to the overall workload of teachers.
- 2) **Meaningful**
Marking varied by age group, subject, and what works best for pupils and teachers in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching. The sole focus of feedback should be to further children's learning and empower children to take responsibility for improving their own work.
- 3) **Motivating**
Marking should help to motivate pupils to progress. This does not mean always writing in depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

IMPLEMENTATION

Providing feedback to pupils

At St Augustine's, we believe that pupils make the most gains in lessons when feedback is immediate and misconceptions are addressed at the point of learning. Therefore, we have adopted an 'in the moment' feedback approach.

Throughout independent learning stages of a lesson, the class teacher and teaching assistants will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required. This may lead to fluidity in groupings within lessons so that the needs of children are met. Where children work in guided groups within a lesson, the adult will note T or TA to show that the work was completed with adult support within a small group.

Rapid and responsive interventions are also used and could be delivered by teachers or teaching assistants. They may take the form of:

<i>Pre-teaching</i>	Where less confident children are taught new and challenging concepts before the rest of the class to give them a head start.
<i>In lesson intervention</i>	Where misconceptions occur and discussion, guidance and/or modelling from an adult takes place within the lesson for individuals or small groups. Adults will use their green marking pens to show when this has happened within a lesson.

	In lesson interventions can also include whole class pit stop plenaries to discuss challenges and or misconceptions as they arise.
Post lesson intervention (scooping)	Following a lesson, when children have failed to grasp a concept, misconceptions have not been addressed and/or basic skills errors have occurred, individuals or small groups are seen on the same day to address the issue before the next lesson.

Marking may take place within these times too – showing the children the successes they have achieved and giving extra direction to support or extend learners.

Marking

At St Augustine's, all work will be marked however due to 'in the moment feedback' that has been given, there is no expectation for written feedback on all work. A lengthy next step comment is not always necessary as misconceptions will be addressed in the next lesson or during 'scooping'.

However basic skills errors must be marked and children should be given time to edit and improve their work using their red editing pen. In addition, regular written praise for significant achievements should also be included in books to help children identify when they are making significant gains in their learning.

Teachers and teaching assistants are required to identify the successes and areas for development using the agreed procedure:

- **Adult writes in pink pen (Perfect Pink) and successes are shared in this colour.**
- **Children's self-marking, corrections, editing and/or reflections are written in red pen.**
- **Green pen (Growing Green) is used by adults for all incorrect answers, misconceptions and/or basic skills errors to develop. Growing green is also used to further extend and support learning through the use of challenge questions.**

In addition, House Points and Head Teacher stickers should be awarded where necessary to indicate where a child has worked very hard, shown great progress or taken great care with the presentation/accuracy of their work.

Marking within and after lessons takes different forms including:







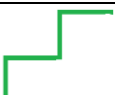
Type	What it looks like	Evidence
Immediate or Active Marking	<ul style="list-style-type: none"> - Active marking against WAGBAT/success criteria within lesson using pink and green pens to mark with individuals or the whole class - Group or whole class marking with red pens - Formative assessment from the teacher and/or teaching assistant (see 'Assessment for Learning' section of this policy) - Verbal feedback to pupils for immediate actions, re-directing the focus of teaching or the task - VF written in books when verbal feedback given - Next steps discussed with children as needed during lessons to deepen understanding and move learning forward. - Praising effort and contribution 	Lesson observations Learning walks Pupil conferencing
Peer & Self Marking	<ul style="list-style-type: none"> - Red pen assessments made by children - Children encouraged and supported to identify their own next steps and take ownership of their progress 	Lesson observations Learning walks

	-Learning partners are carefully considered to enable children to provide constructive and effective feedback to peers.	Pupil conferencing Book looks
Rapid & Responsive Marking (catch-up)	<ul style="list-style-type: none"> -Small group or individual intervention work after the lesson (scooping) - Addresses knowledge and/or misconceptions from lesson enabling children to access next lesson - Often given verbally with time to rehearse knowledge/skill immediately - An element of the child's responses are recorded in their workbooks to show progress over time - scooping work labelled with 'scoop' and initialled by member of staff 	Lesson observations Learning walks Pupil conferencing Whole Class Feedback forms Book looks
Deep Marking (at the end of a topic)	<ul style="list-style-type: none"> - Deep marking and assessment against the WAGBATs and learning intentions from the topic - Teachers to provide next steps to move children's learning forward -Teachers to use assessment information from deep marking to inform planning for next topic - Children to respond to marking and be given time to acknowledge and work on next steps 	Book looks Pupil conferencing <i>Do we want to use success criteria here?</i>
Summary/ Dotty (feed-forward)	<ul style="list-style-type: none"> - Teachers and teaching assistants read/look at the work of all pupils at the end of a lesson and put a highlighted dot as shown below: <ul style="list-style-type: none"> ○ PINK – child achieved WAGBAT/success criteria and ready for next lesson ○ YELLOW – small errors or easily corrected misconception – Teacher or TA to check in with child at beginning of next lesson (note on planning for next lesson) ○ GREEN – errors or misconceptions that need addressing before next lesson. Child to be scooped before next lesson - Identifies key strengths and misconceptions for the class or sub group to be addressed during next lesson via mini teaching points or sharing examples of work on the visualiser - see 'Whole Class Feedback' document below -Allocates time in next lesson for editing and/or reviewing based on feedback given 	Lesson observations Learning walks Whole Class Feedback forms Pupil conferencing

During summary (or 'Dotty') marking, whole class feedback forms are completed by teachers after the lesson when looking at the children's work. The whole class feedback form is to note key messages to feedback to the children at the start of the next lesson. It is completed at the discretion of the teacher but recommended to be used at least **twice a week for both English, Maths & RE**. It is also recommended that the whole class feedback form is **completed for foundation subjects at east every other week**. Subject leaders will then monitor these forms termly. See example 'Whole Class Feedback' form (Appendix 1).

Summary of marking and feedback codes:

Code	Meaning	Other
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scoop L.G.	Rapid response feedback given after lesson through intervention (individual or small group). Initials of member of staff delivering intervention	Work marked during intervention using pink and green pens.
	Verbal feedback given to child by adult during lesson.	May be accompanied by notes, scaffolding or example to support child.
	During summary marking, teacher assessed child as having achieved/understood learning intention for the lesson and child ready for next lesson.	
	During summary marking, teacher assessed child as having mostly achieved/understood learning intention however needs a brief discussion to correct or address minor errors or misconceptions at the beginning of the next lesson.	Teachers to note these children on planning to ensure children are seen at beginning of next lesson.
	During summary marking, teacher assessed child as having not achieved/understood learning intention and needs rapid response intervention (scooping) before the next lesson.	Teachers or TAs to deliver intervention. If TAs delivering intervention, teachers to ensure TAs fully briefed before delivery.
	The class teacher has supported child in guided group during this lesson.	
	Teaching assistant has supported child in guided group during this lesson.	
	Next step provided by adult.	

Assessment for learning (AfL):

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.” (Assessment Reform Group 2002).

At St Augustine’s, teachers also use Assessment for Learning (AfL) and well-founded judgements to tailor feedback to children’s individual needs. We believe that every child should understand how they are progressing in their learning and what they need to do to improve.

AfL is not an add on but a central part of teaching and learning at St Augustine’s and is based on the principle that children will improve most if they understand the aim of their learning, where they are

and how they can achieve.

Common Assessment for Learning principles used in classrooms include:

Questioning

- Open questions to facilitate abstract and deep thinking – enables teachers to gain insight into child's understanding, identify and correct misconceptions and identify gaps
- Carefully differentiated questioning to guide pupils' development and find out what children know, understand and can do - used to inform planning
- No hands up classroom strategy – all children prepared and ready to answer

Effective Teacher Feedback

- Focusses on established success criteria and informs learns how to improve
- Feedback guides children on how to improve

Peer Feedback

- Children use established success criteria to tell other learners what they have achieved and what they need to do to improve. Children also provide advice to peers on how to improve.

Self-Assessment

- Children take responsibility for their own learning through self-assessment and evaluation of their work, identifying what they have achieved and what they need to improve.
- Children also reflect on how they learn best, what strategies are effective for them.
- Children act on feedback from adults and peers and identify their own targets.

Formative Use of Summative Assessment

- End of topic assessments, tests and other forms of summative assessments used to identify areas to improve and guide children's learning and inform planning.

Strategies to support AfL in classrooms

Questioning	<ul style="list-style-type: none">- Prepared key questions- Open questions to promote deep thinking, promote discussion, identify misconceptions and identify gaps- Talk partners, thinking time and no hands up strategies- Open distribution of questions to avoid some children 'switching off'- Differentiated questioning- Prompting children to further their responses- Building on 'wrong' answers and using them as teaching and discussion points- Positive response to students' answers valuing contributions and building motivation and self-esteem
Effective Teacher Feedback	<ul style="list-style-type: none">- Prompt ('in the moment' or soon after lesson)- Feedback to help improve specific learning points- Identifies what needs improving and how - using scaffolding and modelling where appropriate

	<ul style="list-style-type: none"> - Positive - adults show belief that all learners can learn and improve and acknowledge successes as well as areas for improvements - Clearly articulated, focussed and useful to the child
Peer Feedback	<ul style="list-style-type: none"> - What went well? What needs improving? - Using exemplars to guide children how to assess peers' work - Use of success criteria
Self-Assessment	<ul style="list-style-type: none"> - Use of success criteria - Pupil conferencing (held during PPA & active marking) - Target setting - Reflection and evaluating on their learning - Children know how they are progressing and how to improve further
Formative Use of Summative Assessment	<ul style="list-style-type: none"> - Analyse data from tests/end of topic assessments to identify small step targets, areas for improvement for individuals, groups and trends for whole classes - Finding from analysis used to inform planning

Progress in English, Maths and RE is reviewed every term by subject leads and SLT during Pupil Progress Review meetings. See Assessment Policy for details of how assessments are conducted at St Augustine's.

Good practise would be to conduct pupil conferencing in core subjects approximately once a month or every 4 weeks in school.

IMPACT




Through the feedback identified in this policy, children at St Augustine's learn to be independent in their learning journey and take responsibility for their progress.

Immediate marking enables teachers and teaching assistants to intervene 'in the moment' guiding children before they have embedded a misconception or error and ensuring they are ready for the next stage of learning. Teachers then have a more manageable marking workload after lessons and hence can use their assessment information to further inform their planning for the next lesson.

Through the use of immediate feedback, peer and self-assessments and rapid response, children know what they have achieved, how to improve and understand the aims of their learning.

Appendix

1. Whole Class Feedback form – example of completed form

St Augustine's Catholic Primary Whole Class Feedback		
<div> <div>✚</div> <div> <p>Year Group: 6</p> <p>Subject: Maths Date: 01.09.20</p> <p>Learning Focus: Adding and subtracting fractions with different denominators.</p> </div> </div>		
Work to Praise and Share	Need Further Support (Individual or small group)	
<p><i>Child A – clear written reasoning</i></p> <p><i>Child B – self correction and improvement</i></p>	<p>Yellow (check next lesson) </p> <p><i>C – remembering to simplify answer</i></p> <p><i>D – remember to convert improper to mixed</i></p>	<p>Green (scooping) </p> <p><i>E – finding the lowest common denominator (LCD)</i></p> <p><i>F – LCD</i></p> <p><i>G – multiplying numerator and denominator by same number</i></p>
Presentation	Basic Skills Errors (whole class or majority for whole class teaching point)	
<p><i>Child H & J – examples on visualiser</i></p> <p><i>Child K – one digit per box & use a ruler!</i></p>	<p>Factor wheels to find highest common factor – all</p> <p>Multiplication errors</p>	
Misconceptions and Next Lesson Notes		
<p>Finding the highest common factor to simplify – use factor wheels to make sure you get the highest.</p>		