St Augustine's Catholic Primary School

Be the Best You Can Be

Feedback Policy

September 2021- September 2023

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 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 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 is 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

Roles and Responsibilities

The overall responsibility belongs to the Headteacher. However, this responsibility has been delegated to the Assessment Lead. Class teachers are responsible for assessment and feedback of the children in their care and curriculum subject leaders are responsible for monitoring feedback within their subject area.

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:

Pre-teaching	Where less confident children are taught new and challenging concepts before the rest of the class to give them a head start.
In lesson intervention	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	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/next morning to address the issue before the next lesson or form part of a focus group in 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 within a lesson, during post lesson intervention or during the next lesson.

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 or end of topic next steps.**

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.

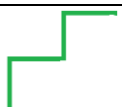
Marking within and after lessons takes different forms including:

Type	What it looks like	Evidence
Immediate or Active Marking	- 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	Lesson observations Learning walks Pupil conferencing

	- 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	
Peer & Self Marking	-Red pen assessments made by children -Children encouraged and supported to identify their own next steps and take ownership of their progress -Learning partners are carefully considered to enable children to provide constructive and effective feedback to peers.	Lesson observations Learning walks Pupil conferencing Book looks
Rapid & Responsive Marking (catch-up)	-Small group or individual intervention work after the lesson or at beginning of next lesson - 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 - work labelled T/TA and initialled by member of staff	Lesson observations Learning walks Pupil conferencing Whole Class Feedback forms Book looks
Deep Marking	- Deep marking and assessment against the WAGBATs and learning intentions (weekly in English, maths and RE – end of each topic for foundation subjects minimum) - Teachers to provide next steps to move children's learning forward -Teachers to provide a 'challenge' question at least once a week in core subjects and 1x per topic in foundation subjects. -Impact questions provided at end of topic for children to show what they have learnt. -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
Summary/ Dotty (feed-forward)	- Teachers and teaching assistants read the work of all pupils at the end of a lesson and put a highlighted dot as shown below: ○ **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 – could be that misconception needs addressing with a group or whole class)** ○ **GREEN – errors or misconceptions that need addressing with an adult before or within the next lesson. Child to receive intervention.** -Green dot children to form a focus group for support either before or in the next lesson.	Lesson observations Learning walks Whole Class Pupil conferencing

	-Yellow dot children to be noted on planning and adults to speak to them during following lesson to check on track.	

Summary of marking and feedback codes:

Code	Meaning	Other
	Verbal feedback given to child by adult during lesson or after during 1:1 intervention. 1 word/symbol to show what feedback was.	May be accompanied by notes, scaffolding or example to support child.
	Writing conferencing – teacher and child have spent time reviewing, discussing, editing and improving a piece of written work. Targets may be set from this.	Red pen editing, improvements or target work to be evidenced to show this discussion.
	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 intervention or guided group support in next lesson or during early bird the following morning.	Teachers to plan green dot children into group for additional support within next lesson.
	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. Weekly in English, Maths and RE. 1x per topic in foundation subjects.	

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.