

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL FEEDBACK POLICY

EYFS

In Reception, learning objectives and success criteria are shared verbally or in written form, in a child friendly format in the form of a challenge and what enabling adults will be looking for.

Verbal feedback is essential within EYFS, where adults praise achievement and encourage children to enter into dialogue about their play, work, learning experiences and next steps for development. Children are given time to respond to discussion and ideas.

Adults in EYFS should annotate recorded work, and provide praise and the next steps. This process is most effective when shared verbally with the children whilst work is being undertaken. Tapestry is used to record and share observations and next steps with parents and subject leaders.

KS1 & KS2

- Teachers should assess all work against the learning objective, which should be clear, precise and measurable and reflect the desired learning taking place rather than describing completion of a task
- Objectives should be taken directly from curriculum planning (derived from the National Curriculum) but may be adapted where appropriate
- Successes should be ticked (double ticked if any outstanding features are identified) and any mistakes should be indicated using the feedback key.
- If the child has fully met the learning objective, the objective is highlighted green, partially met yellow and if the objective has not been met then it should be highlighted pink.
- Stickers, stamps and / or house points should be awarded if the objective has been met.
- If the child has only partially met the objective (highlight yellow), feedback must be shared with the child, either through a wish or verbally to support the child in making corrections
- Marking Strips are used in KS1 to provide clear, visual feedback for key elements of writing (capital letter / full stops / finger spaces)
- Marking ladders to share success criteria should be used, where appropriate, for extended writing tasks, particularly independent writing
- In extended pieces of writing, stars and wishes must be used to celebrate children's successes and provide feedback on how to move the child forward in their learning.

Marking Ladders

Marking ladders should be used in all classes from Years 2 to 6 for extended pieces of writing as a means of communicating success criteria and also to give children the opportunity to self-assess.

Verbal Feedback

Throughout the school, it is essential that we monitor the learning of all children throughout each lesson. Verbal feedback based on formative assessment should be used throughout lessons to clarify

understanding, address misconceptions and move learning on. All children should receive some form of written or verbal feedback for every lesson.

Other Marking Points:

- All marking should be completed in a green pen.
- The quality of marking and feedback will be monitored by the leadership team on a regular basis through learning walks and work scrutiny. Feedback from monitoring will be shared with all teachers to enable them to take note of positive areas of good practice and action any areas which require development.
- Feedback and marking should celebrate and reward success whilst informing pupils specifically what they need to do next to progress, strengthen or deepen through learning.

OUTCOMES

Feedback will be carried out professionally and learners will benefit from its high quality. It will be used to encourage and celebrate learner's achievement and progress. It will be used to underpin clear and accurate feedback to learners and parents. **Pupils will know what they have to work on to improve the quality of their work.**

The marking policy will be reviewed on a regular basis by all staff to ensure that it is effective and workable.

Feedback Key:



- Spelling Mistake -correct word should be written in the margin.



- circle the error (punctuation, grammar etc)



- Finger space - may be drawn as a finger in KS1.



- New Paragraph needed.

Tick

- Indicates a correct response or a good part of the child's work.

Double tick

- An exceptional phrase or sentence will be double ticked.



- Verbal feedback given



- Supported by an adult



- Independent work



- Indicates the wish for the next piece of work



▪ work / edit this part of your work e.g. edit spellings in paragraph 2



- Indicates the positive comment about the piece of work.