

ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL



Feedback Policy

Mission Statement

At St Francis of Assisi Catholic Primary, God is at the heart of our school
We try, every day to follow Jesus' commandment 'Love one another as I
have loved you'

We do this through love for our families, our friends, and our school

We respect our environment and recognise our responsibility for it

We encourage in each other a love of learning

We rejoice in each other's' uniqueness

We place prayer and worship at the centre of everything we do

We are a community of love dedicated to God

Our school is somewhere **We** can grow together

St Francis CP Feedback Policy

Aims

Improving learning through assessment is aided by the provision of effective feedback to pupils who need to understand what they have done well, and what they need to improve, and how.

At St Francis Primary School, we believe that all children are entitled to regular and informative feedback on their learning as part of the ongoing cycle of assessment.

The Education Endowment Fund (EEF) state that schools should, "carefully consider how to use purposeful, and time-efficient, written feedback. With this in mind, we have developed a Feedback policy that meets this objective.

The sole purpose of feedback is to further a child's learning. It should only happen if it is going to impact on progress.

We believe that feedback provides a vital link to raising both self-esteem and standards, by giving our children the confidence and skills to improve.

We offer feedback in order to:

- Show that we value children's work, and encourage them to do the same;
- Boost their self-esteem and aspirations, through use of praise and encouragement;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Provide next steps in learning and address misconceptions swiftly
- provide challenge and extension

We believe feedback is given most effectively verbally to the child. We prioritise in the moment, verbal feedback but when this is not appropriate or feasible, written feedback is given.

Effective feedback:

- Focuses on the learning objective/success criteria
- Informs children how well they have achieved
- Supports the child with how they need to improve or extend their learning
- Identifies how to carry out improvement or apply their learning.
- Acknowledges the work done and the effort the child has put in
- Corrects errors and misconceptions
- Informs future planning
- Provides next steps

Feedback can take many forms, such as:

- Live feedback from teacher or TA
- Teachers' written comments
- Self -assessment
- Peer feedback
- Class discussions
- Whole class feedback

Marking procedures

- The Learning Objective (Can I) will be present on all written work.
- Pink highlighters are used to identify areas of improvement. Green highlighters are for when a skill has been applied successfully. This is most likely to be seen in longer pieces of work especially in English books.
 - When oral feedback is given, this too, needs to be linked with the learning objective
 - Comments will focus on only one or two areas for improvement at any time.
- Errors that were made by many children should not be the subject of individual comments, but should be noted in planning and addressed with the whole class.

MARKING CODES:

To ensure consistency and understanding, the following codes for marking pupils' work have been agreed to be written at the end of each piece of work;

I= Independent work

AS=Support given

VF= verbal feedback (only needs recording if it is a next step)

// = new paragraph

P= punctuation

C = lack of capital letter

FS = full stop

SP = spelling error

HP = house point (KS2)

It is essential that time is planned in for the pupils to complete the activities and respond to any feedback where appropriate.

Feedback in EYFS at St Francis

Marking procedures

The Learning Objective (Can I) will be present on all written work when it is a focus task. All work should be marked (as much as feasible in the moment/live). Pink highlighters are used to identify areas of improvement from Spring 1. Green highlighters are for when a skill has been applied successfully. This is most likely to be seen in Literacy books.

Important to remember:

- All work must be named if working on paper by the child name on the front can show progress in name writing skills. Otherwise child's name can be written on the front by TA/Teacher-but all children should be encouraged to have a go.
- All worked should be dated on the front.
- Adults to use blue pen.
- Adults to use orange pencil for children to trace letters e.g. name/ letter formation.
- All written / Maths /RE which is a focus task must use the below coding to indicate the support given / independence of the children.
- Make a note about what a child says about their work in speech marks if necessary. Or comments about what they have said/can do on assessment sheet.
- For focus tasks in art- write what the focus in along with name and date e.g. textured paint, colour mixing, owl babies collage
- Assessment sheet codes- /=have accessed the activity X= working towards the objective, O= have achieved the objective.

EYFS MARKING CODES:

To ensure consistency and understanding, the following codes for marking pupils' work have been agreed to be written at the end of each focus task with an explanation on what elements were independent or what support was given if required. (Coded written a circle)

I= Independent work

AS=Support given

VF= verbal feedback

T= if work has been added to tapestry.

C= lack of capital letter (summer term MA pupils)

FS = full stop (summer term MA pupils)

SW/JT October 2023