



## Sacred Heart Catholic Primary School

### Feedback Policy

#### *Mission Statement*

*We are a caring community which aims to promote respect and understanding of all individuals through a sharing of Catholic Faith and the love of Christ. All children will feel a sense of worth, knowing that they are valued and loved by God in their uniqueness. We seek to create a learning environment which enables our children to succeed to their best ability and which recognises and values their variety of talents*

*We acknowledge the importance of our role in support for the family, the parish and the wider community.*

At Sacred Heart 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 marking is set out to ensure a **consistent approach** throughout the school. Marking 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 marking 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. Marking is a way of providing the children with feedback about their work, guiding the development of future work and assisting teachers to plan for progression.

When marking 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 marking should be positive, clear and appropriate in its purpose.

#### **Purposes of Marking**

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

#### **Organisation**

The majority of feedback will be done as appropriate either within the lesson or after the lesson. Teachers must still ensure that they have a good overview of individual and collective pupil's work and progress to inform future planning and value their work. Staff should move to the children and circulate around or work with a group.

Feedback logs are used to record the achievement of the learning task, misconceptions, star examples and next steps for learning.

Benefits of feedback logs:

- ensures that feedback is relevant and immediate
- feedback is given at the point it is usually needed most – when the pupil is working.
- it is personal
- can be used to develop the whole class
- feedback is appropriately matched to each pupils
- provides good models and star examples
- is highly motivational for pupils
- feedback is communicated and understood by children instantly
- constantly informs teaching/next steps
- gives children more guidance and focus to expectation

Art sketch books may be formally marked or if more appropriate the teacher will give verbal feedback to the child. Feedback from all staff should be in blue or black pen and teaching assistants (TA)s initial their contributions.

**At all times the marking 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

## **Next Steps**

Next steps can take the following forms:

- addressing development points
- supporting SEND group targets
- addressing common misconceptions from previous learning
- vocabulary extension and language acquisition
- grammar input
- revisiting prior learning as a form of revision
- using 'Questions I would like to ask' initiative

## **FY and Y1 Next Steps**

In each English/Maths lesson pupils in the group are chosen and feedback given with them. An aspect of their work is taken to close a gap, or move them on to the next steps of learning.

### ***Examples for English:***

- *Addressing a mis-conception within their work, e.g. punctuation, tense, plurals, not leaving spaces between words*
- *High frequency words spelt consistently wrong – write the word and ask the child to copy it 5 times*
- *Choose 2 or 3 new words of the week and write a sentence with them in.*
- *Write a sentence to describe a character in the story.*
- *Write a question/exclamation sentence.*
- *Complete a rhyming string: cat, mat, sat. Write a word that rhymes with king.*
- *Write a sentence with 'and' or 'because'. Write a sentence to describe the setting your story takes place in.*
- *How many phonemes in the word: ship?*

### ***Examples for Maths:***

- *Addressing mis-conceptions with their work, e.g. adding instead of taking away, incorrect answers, incorrect number formation*
- *Start with 30:  
Count in 10s to 100, Count in 2s to 40, Count in 5s to 60*
- *Find and draw 3 things longer than your pencil. Find and draw 3 things heavier than a glue stick.*
- *Write 3 pairs of numbers that make 10/20/50, etc.*
- *Create a pattern with 3 colours. Create your own repeating pattern.*
- *Write 3 numbers bigger than 30/ 3 numbers smaller than 30*
- *Write 4 number sentences using 3, 4, 7*
- *Write all the numbers from 10 to 20/ 60 to 70, etc.*
- *Write 3 odd numbers following on from 7, write 3 even numbers following on from 10*

## **Next Steps English Y2-Y6**

Next steps are completed at the start of each lesson where possible.

For example:

- *Write a sentence that starts with a fronted adverbial.*
- *Write a sentence that includes direct speech.*
- *Write a question and an exclamation sentence.*
- *Correct the punctuation/grammar in this sentence.*
- *Use the word 'crouched' in your own sentence*
- *Write five synonyms for the word 'walked'.*
- *In your own words, write a definition of the word 'grumbled'.*

These activities to be explained to the pupils as 'word of the day' (WOTD), 'sentence of the day' (SOTD), 'punctuation of the day' (POTD)

A few pupils may need individual 'next steps' or (SDCU) 'same day catch up' where an adult may work 1:1. in the following English lesson

SEND pupils may be given an activity based on their one page profile targets.

## **Next Steps Maths Y3 – Y6**

Differentiated 'Moving on Three...' questions are given at start of the lesson.

Yellow highlighting used to show the 'journey' the children have taken to their fluency answers and as a form of formative assessment before moving on to reasoning and problem solving.

## **RE**

Feedback should focus on the development of children's religious knowledge and spiritual development, not purely upon the literacy skills shown. Marking must convey that a child's effort is valued.

Children are provided with a 'bubble' that is completed at the start of the next lesson to reaffirm their spiritual development and faith.

## **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

## **Traffic Light/RAG Code**

A **marking code** in relation to the learning objective is used by pupils from Y2 upwards with children indicating how they feel they have achieved during the lesson by using a “traffic light” system whereby they indicate by colour their level of achievement.

L.O    Red   not achieved,                                  Amber   partially,                                  Green   achieved

Pupils should be trained to review their own work as they go along and check and edit as they finish. If children make a mistake within their learning, they will use one single line to cross through the error and continue their learning thereon. Children will edit their own work in a different coloured pen.

Teachers mark the children’s work in accordance with the school RAG marking scheme against the Learning Objective:

L.O    R   Red   not achieved                                  A   Amber   partially                                  G   Green   achieved

## **Monitoring & Evaluation:**

The effectiveness of the School’s Marking Policy will be evaluated through regular monitoring:

- by the SLT, Phase and Subject Leaders in the systematic programme of monitoring and evaluating recorded work.
- by discussion within staff meetings, including discussion about the children’s response to their marked 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

## 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