



Sacred Heart
Catholic Primary School
Together we live and learn; we play and pray

Feedback and Assessment Policy

Reviewed September 2024

Date of next review September 2025

Equality Act Statement:

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Please refer to St John the Baptist Multi Academy Trust Equality & Diversity Policy

Rationale

The provision of effective marking and feedback to children is one of the key factors for improving learning through assessment. This policy should be read in conjunction with our Teaching and Learning Policy.

The purpose of assessment is to identify misconceptions and gaps in learning and move learning on for all pupils. This is most effective when conducted 'live' with pupils in the lesson so that learning is easily adapted to allow all children to make progress.

This Policy aims to:

- Provide consistency and continuity in feedback throughout the school so that children have a clear understanding of their learning and next steps.
- Use the feedback system as a tool for formative on-going assessment and to aid future planning.
- Improve standards by encouraging children to give their best and improve on their last piece of learning where possible.
- Develop children's self-esteem through praise and valuing achievements.
- Create a dialogue which will aid progression.
- Enable parents to know how well their child is progressing and how to support them to improve.

Effective Feedback:

- focusses on the task, subject and/or pupils' self-regulation strategies
- provides specific guidance on how to improve, and not just telling pupils when they are wrong
- provides detail, such as 'You achieved a good outcome because you...', rather than just 'correct' or 'incorrect'
- compares what a pupil is doing now with previous work, such as, 'I can see you focused on improving X –the result is much better than when you did Y last time'
- is framed to encourage and support further effort
- is given sparingly so that it is meaningful
- is supported by effective professional development for teachers.

Expectations

We want our pupils to know that we have high expectations for their progress & attainment & that we will work together with them to develop independence & resilience in their learning. Accepting work that children have not checked sufficiently & then providing extensive feedback detracts from children taking responsibility for their own learning, particularly in editing & drafting skills.

To this end:

- Teachers should ensure that children in their class are aware of the non-negotiables in their work, e.g., 'using full stops & capital letters' (appropriate for their age & ability)
- Children should be taught & encouraged to check their own work by understanding the success criteria, presented in an age-appropriate way, so that they complete work to the highest standard.
- Teachers should aim to develop attitudes to learning, including meta-cognitive strategies.

Feedback should always help motivate children to progress. If the teacher is doing more work than their pupils, this can become a disincentive for children to accept challenges & take responsibility for improving their work. 'Feedback should be more work for the recipient than the donor' (Dylan Wiliam).

Teachers will only write in green pen and children's responses will be in purple pen.

5 for feedback – each lesson will begin with 5 minutes of dedicated time for children to respond to feedback. This may be independently, as a group or as a whole class. The teacher/teaching assistant may use this time to address misconceptions.

Assessment is ongoing throughout every lesson and teachers adapt learning based on this.

When the learning objective has been met, the teacher or teaching assistant will tick this. If the learning objective has not been met, additional work to secure this will be evident in the child's book or through discussion with the child. This will be the result of feedback as outlined below.

All written feedback must be legible and the child able to understand its meaning.

All written feedback must be focused and specific to the lesson's learning objective. It may also be appropriate to comment on spelling, punctuation and grammar depending on the nature of the task.

Frequency

This policy has been written with the wellbeing and workload of all staff in mind, based on evidence from a range of different sources on the most effective forms of feedback. All pieces of learning will have received feedback before the next lesson in any given subject area. This allows teachers to make appropriate planned and timely adaptations based on their assessment of children's learning.

Age and stage appropriate misconceptions are addressed at all times. For example, this may include letter/digit formation, age/stage appropriate spellings, including common exception words, age/stage appropriate grammatical errors (capital letters, full stops).

At least one piece of feedback per core subject (RE, maths, English), per week will include a comment/task to move learning forward (such as a 'now try this' below).

All pieces of learning which do not have the learning objective ticked (achieved) will have follow up work completed by the child to show that they have now achieved the objective. This will be completed in purple.

Forms of Feedback

There is no expectation that teachers will tick or comment against every piece of work, mark 'VF' to evidence that verbal feedback has taken place, nor record 'Next Steps' in books as a matter of course. This is because ongoing verbal feedback or adapted teaching is expected to have occurred throughout the lesson itself & pupil response to that will be evident in the progress of work.

Verbal feedback

This should be the most common form of feedback evident in moving children's learning forward. There will be evidence of adapted learning or evidence of children's misconceptions being addressed and rectified. This may be in the form of a purple pen.

Success criteria

Effective success criteria, highlighting the steps needed for success, may be highlighted in green to show what a child has done well. Next steps or missing components may be highlighted in pink. This is likely to be used in conjunction with other forms of feedback.

Written feedback

This will include a developmental next step that a child can act upon in order to move their learning forward, consolidate a concept or address a misconception.

'Now try this...'

This is a consolidation or extension task that allows pupils to deepen their understanding of a concept or act as a scaffold and model to help address a misconception.

Group/whole class feedback

This may be used to address general misconceptions in learning. There may not be evidence of this in children's books for that day, but subsequent learning/tasks will show that additional adapted teaching has occurred.

Presentation

Children should take care and pride in their learning and this includes neat, age and stage-appropriate handwriting expectations.

Children should not scribble on or graffiti their books. Any child doing so must be spoken to by the phase leader in the first instance and then the Headteacher/Deputy Headteacher thereafter.

If a child makes an error, they should put one, neat line through their mistake. Rubbers should not be used.

All	English	Maths	Religious Education
<ul style="list-style-type: none">• Printed label on front of book• Well-presented books with children taking pride in their work.• Rubbers only used for drawings and charts• Sheets that are stuck in should be trimmed, straight and not hanging out of the book• Crossings out single line with ruler• Pencils for drawings and diagrams	<ul style="list-style-type: none">• Long Date• Handwriting pens to be used when a child demonstrates a fluent joined style. This must be agreed by the English Leader.	<ul style="list-style-type: none">• Numerical date• One digit per square• All work completed in pencil	<ul style="list-style-type: none">• Numerical date• Each unit to start with a Unit Map• Handwriting to mirror the same expectation in English.

Marking codes

S (in margin) – spelling error on this line

P (in margin) – punctuation error on this line

✓ Correct/LO achieved

• Incorrect

G + initial – guided work and the initial of the adult working with the child.