

Holy Cross Catholic Primary School



FEEDBACK POLICY

Reviewed in October 2023

Signature of Board of Governors:

To be reviewed in October 2025

MISSION STATEMENT

Holy Cross is a Christ-centred community
Where everybody matters and
Where we are encouraged to grow
In our knowledge and love of God.

We share our love of God and our Catholic faith
In the way we pray, work, and play each day
Within a caring, supportive environment
Which respects the diversity of the world around us.

We foster relationships with our parents,
The parish family and the wider community and
Recognise the responsibilities we have towards each other.

We inspire each other to do our best
To reach our full potential,
To become independent thinkers
With enquiring minds, able to rise to the challenges of life.

**Holy Cross is a place
Where feelings can be heard
Where we learn and grow
And are valued as a unique creation.**

The Purpose of the policy

The purpose of this policy is to make explicit how the staff at Holy Cross provide feedback to pupils' work. All members of staff are expected to be familiar with the policy and to **apply it consistently**.

The move from a marking to a feedback policy

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

We recognise that the teaching team consists of teachers, teaching assistants (TA's), and any other specialist teachers employed by the school.

Recent evidence, including the CMAT working party on marking and feedback, at which the school was represented, shows us that providing individual written feedback is not the most effective way for pupils to improve their work. Other strategies have been found to be more effective and more time efficient for the teacher. Therefore, the school will move towards whole class feedback techniques and away from individual written marking of work.

The Principles That Guide the School's Approach to Marking and Feedback

Marking and feedback should:

- Be manageable for the teaching team and accessible to the children.
- Relate to the learning challenge and signs of success for the task.
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear "next steps" for improvement.
- Respond to individual learning needs taking opportunities to model or correct when needed
- Inform future planning

Types of Marking

Verbal Feedback

It is important for all children to have verbal feedback from the adult working with them. This may be to correct a child's understanding or to extend the child's learning. This may be for an individual pupil, a group of pupils or the whole class.

Whole class feedback including using the visualiser

All class have a visualiser and this is an important new tool for teachers to provide feedback for a group of pupils at the same time. There are a number of ways this can be used:

- To model what the teacher wants to see
- To discuss a model answer or 'what a good one looks like'
- To highlight errors or misconceptions

In order for this to be successful, the teacher needs to establish a culture of trust with the pupils so that sharing of work is part of everyone's learning experience and that the sharing of mistakes or misconceptions helps everyone's learning. It is good practice for the teacher to first ask the pupil if they are happy to share their work.

In order for the teacher to keep track of needs of pupils, the teachers should use a feedback book so that they can record what feedback is needed and for whom. There is no school expectation as to the content of the book as this is part of the teacher's plan, do, review cycle which is at the heart of teaching and learning.

Summative/formative marking of individual work

Although the school is moving away from routinely using this method of feedback it may be appropriate in certain circumstances and for certain year groups for this to happen. Time should then be given for pupils to read the comments and to make any improvements or edit their work as directed.

How we will mark

In order to distinguish who is marking there are colours used by different members of the marking team:

Green – Teachers

Black – TAs

Purple – Children's editing following next steps comments.

Pencil – KS 2 children will make any self -editing corrections using pencil

KS 1 children will put one neat line through and not rub out any self-corrections.

Examples of other styles of marking

Self-marking / Self-assessment

Some children may sometimes be encouraged to mark their own work under their teacher's supervision.

Children may also self-evaluate their learning by identifying their own successes and looking for an improvement point. The plenary may then focus on this process as a way of analysing what the children can or cannot do. At the end of any written activity, children should be encouraged to indicate how they feel about their work based upon the signs of success for the lesson. This will then inform the teacher of what has been understood, partially understood or not understood:

Paired marking

Children may sometimes mark work in pairs. Paired marking could include positive comments and a development point. Children need to be trained to do this through modelling with the whole class, watching the paired marking in action.

Highlighting

Highlighters may be used to signify that a learning objective or learning challenge has been met. This could be a written LO/LC sometimes in the form of stickers or perhaps written at the start of the lesson by the pupil. Teachers may want to highlight good passages of work for a pupil (this is in green) or passages that may need re-writing or editing (this is in pink/orange)

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

Verbal Praise

Stickers and stamps

Written annotations, short and narrative observations (written)

Annotation of work and photographs by staff

Children beginning to annotate their own work and pictures

Oral dialogue with children about their play, work or special books

Modelling of letter or number formation may be an important part of the teacher/TA feedback on an individual pupil level.

Monitoring and evaluating this policy



This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored by the SLT group and subject leaders, with written and verbal feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role.

Marking Key (when individual books are marked)

Code	Explanation
Sp	Spelling Correction (each word written out 3 times. Child to find correct spelling for themselves)
	Next steps
	Success
n.p	New paragraph
I	Independent work (written at top of page)
AS	Adult support (written at top of page)