



St. Luke's Catholic Primary School

Feedback Policy

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2016/2017	E Murtagh	M Grealis		Pauline Stitt
2017/18	E. Murtagh	M. Grealis		Pauline Stitt
2018/19	E. Murtagh	M. Grealis		Pauline Stitt

Policy Review Dates

Review Date	Changes made	By whom	Date shared with staff
Feb 2017	Symbols and wording	E Murtagh	Feb 2017
September 2018	General Review	M.Grealis E.Murtagh	September 2018



St Luke's Catholic Primary Feedback Policy

Mission Statement

As God's family we learn, love and laugh.
Together: Love one another, forgive one another
Work together, play together,
Worship together, be happy together.

Rationale

At St. Luke's we are committed to providing relevant and timely feedback to pupils, both written and verbal. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that marking is an important factor in pupil learning, so this policy is crucial for St. Luke's Primary School.

At St. Luke's Catholic Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations
- Use the marking system as a tool for formative ongoing assessment
- Improve standards by encouraging children to give of their best and improve on their last piece of work
- Develop children's self-esteem through praise and valuing their achievements
- Create a dialogue which will aid progression

Principles of Effective Feedback

Effective marking or annotation of children's work should:

1. The focus of feedback should be to further all children's learning.
2. Feedback delivered closest to the point of action is most effective.
3. Feedback is provided both to teachers and pupils as part of assessment process and takes many forms including written comments, marking codes and verbal feedback.
4. All pupil's work should be reviewed by teachers at the earliest appropriate opportunity so that it will impact on future learning.
5. When work receives written feedback it should be acknowledged by the recipient.

All teachers will adhere to the above principles and:

- Ensure that all work provided must be marked within the week that it has been completed
- Give regular verbal feedback and, where appropriate, written feedback
- Provide time in lessons to review work from previous lessons
- Adjust planning in the light of marking
- Make learning objectives explicit
- Involve children in the process from an early stage
- Ensure children are clear about the teachers' expectations
- Use children's work as exemplars
- Model expectations

Types of Marking

Verbal Feedback

It is important for all children to receive verbal feedback from the adult working with them. This may be given to correct a child's understanding or to extend the child's learning. It is particularly appropriate with younger, less able or less confident children. The teacher should indicate where verbal feedback has been given if related to written work. A **VF** symbol should be used to acknowledge verbal feedback has been given.

Summative feedback/marking

This usually consists of ticks and dots and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups. For example, weekly spellings can be marked by the children or their peers but must be checked by the teacher and the results need to go home with the children in the same day to ensure parental support. As with any marking only a reasonable number of the most obvious mistakes should be corrected.

For example:

- Sounds which have been missed out (e.g. wet / went)
- Tricky words misspelt after they have been taught (e.g. migh / my)
- Sounds represented incorrectly (e.g. seb / sed)

The teacher should mark their children's work by writing the correct word above the error. The correct spelling should be written above the error.

Formative feedback/marking

At St Luke's we believe that it is important to build upon the pupils success, and then to indicate areas of improvement in relation to the learning objective. Building upon the pupil's success, enables them to take the next steps in the learning process. As we encourage all pupils to reflect and respond to the comments given, time should be set aside throughout the class lesson to enable pupils to engage in this process. This has been identified as an ideal opportunity for pupils to demonstrate their attempt at making the required improvement.

There are times however, when more detailed feedback is required for example when a unit of English work is completed. We encourage the use of **Success Criteria Checklists**. This again is an opportunity for pupils and teachers to collaborate the assessment process. The checklist will include columns for self/teacher assessment. These should be differentiated where appropriate.

Pupil	Objective: To Write a Traditional Story	Teacher
	I used a traditional story opening	
	I used adjectives to describe the characters	
	I used connectives to move on to the next part of my story	
	What could I do to improve my story next time?	

Self Evaluation/Peer Marking




At St. Luke's we encourage pupils to actively participate in the learning process this includes evaluating their own progress as well as peer marking. From KS1, children should be taught how to encourage and to support each other in the learning process. Firstly this will involve identifying things they like about the piece of work then suggesting ways to improve it. The learning objective provides the criteria on which this is based. The pairing of children should be based on ability and trust; all children should follow the peer marking agreement which should be displayed in each class within Key Stage One and Two. We have introduced the **'Purple Polishing Pen'** for all pupils from Y1 to Y6, which allows pupils to address areas for improvement throughout English and Mathematics lessons. (see appendix 2)



Monitoring

Marking and Feedback will be monitored on a half-termly basis by the Senior Leadership Team and or Subject Leader. This will form part of our annual monitoring cycle on Formative Assessment and Assessment for Learning.





Marking Code KSI


My Teacher	
	Green is good
	Think pink
	Finger space
CL	Capital letter
FS	Full stop
Sp	Spelling
P	Punctuation error
T	Tense error
//	New paragraph
VF	Verbal Feedback
^	Word omitted

Me	
	Go back and check
Purple Pen	Purple Improvement Pen
I P T G S 	Self-Assessment



Marking Code KS2

My Teacher	
	Green is good
	Think pink
CL	Capital letter
FS	Full stop
Sp	Spelling
P	Punctuation error
T	Tense error
//	New paragraph
VF	Verbal Feedback
S	Sense
^	Word omitted

Me	
● ● ●	Go back and check
Purple Pen	Purple Improvement Pen
I P T G S 	Self-Assessment

Appendix 2

Our Agreement

Marking Partnerships

When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.
- Tell our partner the good things we see in their work.
- Listen to our partner's advice because we are trying to help each other do better in our work.
- Look for a way to help our partner achieve the learning objective with more success.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partners to talk about what they tried to achieve in their work.
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.

Signed: Chair of Governors

Signed: Headteacher

Date: