



ST AUGUSTINES  
SCHOOL AND NURSERY



Holy  
Family  
Catholic  
Multi  
Academy  
Trust

## St Augustine's Catholic Primary School A Voluntary Academy Quality Feedback Policy

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Signed - Headteacher	John Marciniak (Interim Head Teacher)
Signed – Chair of governing body	Toni Woodhead

This policy has been developed within the spirit and context of our Mission Statement.

## “Let your light shine” Matthew 5:16

At St Augustine’s Catholic Primary School, we are fully committed to providing opportunities for all children to know, love and serve God, in such a way that will enrich their own lives and help them to understand their Catholic faith traditions, in an ever changing world and within the multicultural society they live in. Each child is an individual and all staff look to assess how near a child is to meeting their potential. Every child is unique and made in the likeness of God. Every child should succeed at their own level and be praised for this success.

### Introduction

*“Feedback is one of the most powerful influences on learning and achievement”*

Hattie and Timperley, 2007

At St Augustine’s Catholic Primary School, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use. However, we are also mindful of the workload implications of written marking, and of the research surrounding effective feedback.

Our policy is underpinned by evidence of best practice from the Education Endowment Foundation whose research shows that effective feedback should:

- Redirect or refocus either the teacher’s or the learner’s actions to achieve a goal
- Be specific accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong

As the Department for Education’s research into teacher workload has highlighted written marking as a key contributing factor, we aim to find alternatives to onerous written marking which provide effective feedback in line with the EEF’s recommendations, and those of the DfE’s expert group which emphasises that marking should be: meaningful, manageable and motivating. We have also taken the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

### Key Principles

Our policy on feedback has at its core a number of principles to ensure that it is both manageable and sustainable:

- the sole focus of feedback and marking should be to further children’s learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a part of the school’s wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
- all pupils’ work should be reviewed by teachers at the earliest appropriate opportunity so that it impacts on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

We believe that pupil's self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all marking and feedback is underpinned by this policy, which all pupils and staff follow on a day to day basis.

### **Feedback and Marking in Practice**

It is vital that teachers evaluate the work that children undertake in lessons and use the information obtained from this to adjust their teaching. Based on the work of the Assessment Commission, feedback will be given in three ways and aims to give teachers the ability to use the most effective forms of feedback:

1. Immediate/Live feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. At St Augustine's, this can be seen in the following practices:

<b>Type</b>	<b>What it looks like</b>	<b>Evidence (for observers)</b>
<b>Immediate /Live</b>	<ul style="list-style-type: none"> <li>● Includes teacher gathering and providing feedback from teaching (whiteboards, book work etc)</li> <li>● Takes place in lessons with individuals or small groups</li> <li>● Often given verbally to pupils for immediate action</li> <li>● Given by CT and TA to provide support or further challenge (real focus on pupil premium)</li> <li>● May redirect the focus of teaching or the task (through effective questioning, mini-plenaries)</li> <li>● Include highlighting/annotations according to the marking code</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson observations/ learning walks</li> <li>● Some evidence of annotations or use of marking code/ highlighting</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>● Often takes place at the end of a lesson or activity</li> <li>● Often involves whole groups or classes</li> <li>● Provides an opportunity for evaluation of learning in the lesson</li> <li>● May take the form of self or peer-assessment against an agreed set of criteria</li> <li>● May guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson observations/learning walks</li> <li>● Evidence of self and peer-assessment</li> <li>● May be reflected in selected focus review feedback (marking)</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>● Takes place away from the point of teaching</li> <li>● May involve written comments/ annotations for pupils to read/ respond to</li> <li>● Provides teachers with opportunities for assessment of understanding</li> <li>● Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>● May lead to targets being set for pupils' future attention or immediate action</li> <li>● Pupil premium reviewed first</li> </ul>	<ul style="list-style-type: none"> <li>● Acknowledgement of work completed</li> <li>● Written comments and appropriate responses/actions taken</li> <li>● Adaptation to teaching sequences</li> <li>● Use of annotations</li> </ul>

### **Light touch/acknowledgment marking**

All work will be acknowledged in some form by class teachers or teaching assistants. This may be through simple symbols such as ticks, Dojo points etc. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning this need not be annotated.

In all lessons, the learning objective should be (with a green pen) ticked when achieved and dotted when not achieved in all subjects except writing. In writing lessons, the learning objective should be highlighted pink when achieved or highlighted green when not achieved.

### **Developmental/Quality Marking**

In most cases, written comments will be focused on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning. Time is given to pupils to reflect upon marking to ensure that they benefit from it. They are also given the opportunity to discuss their work with the teacher.

### **Marking codes (See Appendix 1)**

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. Marking codes, combining the use of highlighters and symbols, have been developed for consistent use across the school to make feedback accessible for children and to make marking and feedback manageable for teachers, although some additional age-appropriate elements may be included in some phases of the school.

Marking codes should be displayed in class, shared with children and used by children during peer assessment.

### **Children as Markers (Self and Peer Assessment)**

Self and peer assessment have a key role to play in effective marking and feedback – they empower children to take control of their own learning.

Before any child hands in any piece of work for marking they should spend an appropriate amount of time checking they have considered the non-negotiables/prompt sheets/working walls etc.

This time will be planned in as part of the self-assessment time either before the end of the lesson or as a focus of the next lesson, whichever is most appropriate for the task (see strategies). Purple pens are used to give the children opportunity for up levelling, corrections and pupil self-assessment responses.

Children peer assess using the agreed prompt sheets/editing stations and marking codes. Like self-assessment, peer assessment should begin in Y2 and be modelled by the class teacher using visualisers, prompt sheets or appropriate strategies.

### **Maths, English and Science**

In maths, English and Science children respond to their work by drawing one of three faces and occasionally the pupil may write a short comment.

### **Where maths is the specific task**

Maths marking uses one of the following strategies:

- Correction (*Cor*)
- Consolidation (*Con*)
- Challenge (*Ch*)
- Mastery (*M*)

### **Where writing is the specific task**

Up to 5 spellings may be corrected in one piece of work. Presentation should be addressed when necessary with particular reference to joined handwriting. Cold and hot writes may be used, when appropriate, to track the pupil's writing journey.

A pink bar (tickled pink) will highlight the successes along with a brief comment – children need precise and specific praise.

A green bar (green for growth) will be followed by a focused comment which should help the child 'close the gap' between what they have achieved and what they could have achieved e.g

- Reminder – most suitable for high achievers. What else could you say about ... Explain your thinking about .... Add more detail to ....
- Scaffold – most suitable for children needing a little more support – provide examples of what they need to do. Ask questions or provide unfinished sentences.
- Example prompt – suitable for all, especially lower abilities. Give children a choice of words or phrases e.g. choose one of these words instead of bad ...
- Modelled Example – a correct example modelled by a teacher/teaching assistant with a further one for the child to try.
- Open Question – pose an open question specifically related to the LI to think about next steps.
- Greater Depth/Explanation – use to extend a child's learning by asking them to explain their learning or reflect on the process or strategies they have used.

### **Religious Studies and Foundation Subjects**

These should be marked regularly in a way appropriate to the task and learning intention– this can take the form of written, verbal, peer or self-assessment.

### **Differentiated Marking**

The key element to our marking approach is the assumption that all children can work independently given prior input: increase the amount of intervention only if they really cannot get on without it and ensure it is in addition to, and not instead of, the teacher modelling editing before the independent section of the lesson.

Some children will also need a prompt to narrow their focus when editing (a pointer – description, figurative language) while others will need more support in the form of a clue (see marking codes). If mistakes are deeply entrenched the teacher will do some direct modelling e.g. addressing confusion with apostrophe use.

### **Target Setting**

A significant aim of feedback is to ensure that children are able to identify how they can improve their work or further their learning. In some cases, targets are clearly set out through the use of the marking code and accompanying comments.

In mathematics, targets for all pupils are based on the key number skills needed for each stage of learning that underpin broader mathematics learning, including number bonds, multiplication facts and standard written methods.

In English, formal targets are drawn from the school's Key Objective assessment framework in KS1 and 2 and from the 'Developmental Matters' documentation for EYFS.

Targets are reviewed regularly by both pupils and teachers in specific pupil progress meetings and updated when they are achieved. Where targets remain for a long period, these are reviewed to take account of a child's needs and progress.

### **Policy Monitoring, Review and Evaluation**

Marking and feedback will be closely monitored by subject leaders, SLT and Governors through:

- Lesson observations/learning walks
- Book scrutiny
- Pupil discussion
- Moderation

The policy will be reviewed regularly by subject leaders and all staff to ensure that it is effective and workable.

### Appendix 1: Written marking codes

The coding must be available to children and staff in the classroom to check regularly.  
Review marking should be completed neatly in **green** pen using the agreed school script.  
Children mark in **purple** pen or pencil.

Marking Code		
Margin Symbol	Where	Meaning
S	In margin or at top of page	Supported
TAS	In margin or at top of page	Teaching Assistant Support
VF	In body of work	Verbal Feedback
•	In margin	Find the error on this line and edit/improve
sp	<b>in margin on line where spelling error</b>	Spelling to be corrected 3 times using a resource (eg word mat, working wall, dictionary)
	<b>in body of work</b>	Add in the omitted word
\\	Where new paragraph is needed	Insert to show where a new paragraph should be
<b>Where writing is the focus:</b> 	Over the achievement	Impressive punctuation, vocabulary, conjunction, opener, use of clauses Reward achievement and award dojo point
<b>pink bar at end of review</b>	Over the achievement	Praise and precise comment relating to achievement relating to LO
<b>green bar at end of review</b> 	Over the area to be improved/corrected/practised	Identifies a precise area for improvement. Either a correction, more practise or something to edit/improve Learning (Should be at the end of most marking and read and actioned by children at the start of the next lesson or within the next two lessons)
<b>Where Maths is the focus:</b> Cor Con Ch	In body of work	Frequent praise and precise comment relating to achievement relating to LO Correction Consolidation Challenge

### **Presentation Reminder**

- ★ Use neat, joined handwriting with a pencil/ handwriting pen
- ★ Diagrams, drawings and maths jottings should always be completed in pencil
- ★ The date, LO (learning objective)/ Focus should be underlined in pencil using a ruler
- ★ Short date in maths books, long date in all other subjects
- ★ Cross out any mistakes neatly with a single line.

### Appendix 2: Feedback record sheet:

Date:	Subject:	Focus pupils and focus area for tomorrow
Key misconceptions to be revisited tomorrow:		
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