



Saint Peter's Catholic Primary School

'Christ in the centre, excellence at the heart'

Mission Statement

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| To provide a | Catholic Education, embracing world faiths, |
| Nurturing | Happy and motivated children |
| Who want to | Reach to achieve high expectations |
| | In partnership with parents |
| | Supported by a committed staff and Governing Body |
| Who help children | To feel self-worth and know success |

FEEDBACK POLICY

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| Approving Committee: | LGB |
| Approved / Adopted Date: | Autumn 2025 |
| Signed: | |
| Liz Franklin (Chair of LGB) | |
| Next Review Date: | Autumn 2028 |

This policy reflects the school's values and philosophy in relation to giving pupils feedback. The policy is a working document, which generates and informs good practice within our school. It is also a means of promoting learning, recapping and recall. Feedback clearly refers to a whole range of responses, including: -

- Written
- Verbal
- Feedback from self, peers, TA's and teachers.

Our aims are:

- To give feedback that reflects the learning outcomes and success criteria
- Use feedback as a tool to improve teaching and learning
- Use feedback to motivate and encourage learners
- Involve pupils through peer and self-assessment
- Allow time to respond to feedback and make improvements

Feedback is delivered through three key practices:

Verbal Feedback

This prioritises moving learning forward in the moment. Teachers and support staff hold effective discussions with individuals, groups and or the whole class explaining how learning can be improved and then note bullet points of what needs addressing/can be improved/is missing, in the whole class feedback form as well as verbally. This practice takes place in every subject.

Self-Marking

This is pupil led and enables and rapidly enables them to identify correct and incorrect responses.

Whole class feedback

Prioritises moving learning forward either at the end of the session or at the beginning of the next session. At St Peter's staff may record their feedback (subject expectations and frequency, listed further down) on a one-page format which is always shared with pupils at the beginning of the next session in the teaching sequence. This feedback may also be bullet pointed on a sticker for their books. This enables a review of prior learning, retrieval of previously taught knowledge and enables pupils to move their learning forward by responding to the feedback provided where required. Teachers may share good examples of pupils work on the main board and model themselves. Staff will be constantly monitoring in the classroom and addressing issues on the spot too.

Other Practices (that may be intertwined)

Peer

Pupils mark each other's work in green pen using strong teacher guidance.

Use key learning sheets to check on use of key vocabulary and correct use of understanding.

Pupils peer assess using given criterion and write missing elements to be worked on - this enables pupils to consolidate own learning and understanding of necessary elements needed in knowledge and skills.

Quizzes and end of topic tests

In each geography, history and science topic there will be two written quizzes to place emphasis on recall and understanding - these are short and timely and tie in with medium term plans/key learning sheets. These will be marked straight away to give instant feedback and for the teacher to recover immediately and use as a question for future lessons.

Teachers can see which pupils are struggling the most and act on it with teacher/TA questioning and intervention when necessary.

End of topic tests should be used to recap and reteach when necessary.

Hinge questions (do they understand this well enough to move on?) with multiple choice options to identify misconceptions.

Mini-whiteboards to answer questions - only effective if used properly. Pupils must keep the board to their self and only hold up when the teacher has counted down. Expectations are that everyone attempts on their board.

Pupils write paired/shared work - discussion encourages subject specific vocab rich talk; it emphasises understanding at a deeper level. E.g. maths - how do you know? Solve it, why that method? Can you use key mathematical language in your answer? Instead of in the 3 times table is a multiple of 3 etc.

Cold calling - The teacher explains that a child will be chosen to give an answer and after others may be chosen and asked if they agree or to add to it - this ensures active participation and listening by all.

Use common misconceptions to start a lesson - to unpick - to have a deeper understanding.

Impact

Whole class feedback enables timely feedback for pupils to deepen their learning, enable further understanding, secure knowledge in the long-term memory and build their schema. At its best, it supports the review of learning, retrieval of knowledge, deepening of vocabulary, development of character and feeds into the school's assessment practices.

Marking

Marking will still continue to be used where appropriate, for some lessons. In these instances, teachers may use: Ticks and crosses, stamps.

Teachers will recognise and identify whether children have met the learning objective in each lesson of maths and grammar:

LO orange highlight dash on the edge of the L.O signifying that the Learning Objective has been partially met or not met.

Gap Task: Gap task to follow (if recorded, at the back of the book)

Feedback Expectations

EYFS

In the Early Years, whole class feedback is provided by the class teacher and / or support staff as appropriate to the learning that is taking place.

The feedback form will be used in small group work for maths, writing and phonics.

KS1 and KS2

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| English | It is expected that whole class feedback sheets are completed in weekly grammar lessons and a further one added to as writing builds up in English. Teachers will tick work to acknowledge it has been looked at, when appropriate. Marking will be a mixture of self, peer and teacher marked. Lessons will begin with a review after whole class feedback has been shared. At the beginning of each year children will be given a new key learning sheet. Key learning sheets will be referred to at the start of every lesson (as a whole class in KS1). |
| Maths | Teachers will use a weekly grid for maths for daily feedback. Lessons will often begin with a review (flashback four) to revise prior learning. Teachers, pupils and peers will also 'live mark' during maths lessons for immediate feedback and for corrections and interventions to be put in place. At the beginning of each new topic of learning, children will be given a new key learning sheet. Key learning sheets will be referred to at the start of every lesson |
| RE | Whole class feedback sheets are to be used for each lesson (apart from 'Respond' sheets). Teachers will tick work to acknowledge it has been looked at, when appropriate. Lessons will begin with a review after whole class feedback has been shared. At the beginning of each branch, children will be |

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| | given a new key learning sheet. Key learning sheets will be referred to, when appropriate in lessons. |
| Science | At the beginning of each topic, children will be given a new key learning sheet. Key learning sheets will be referred to at the start of every lesson. Quizzes will be used twice within each topic for retrieval practice. Investigations will be marked physically, and verbal feedback given to the whole class. 'Headstart', end of unit assessments will be used. Whole class feedback forms are to be used for each lesson. |
| History/Geography | At the beginning of each topic children will be given a new key learning sheet. Key learning sheets will be referred to at the start of every lesson. Quizzes will be used twice within each topic for retrieval practice. |
| PE, Art/DT, French, PSHE, Music | Continued use of retrieval/feedback practices/common misconceptions addressed as per practice in ALL subjects: Also, use of medium-term plans at your side to ensure coverage and discussion of key vocabulary. |
| PSHE Cont. | Record kept of date L.O and brief comments of any points to note. |
| Computing Cont. | Feedback overview kept per topic. |

Presentation Guidelines

Although the content of a pupil's work is most important, we should also have high expectations for presentation. Every new piece of work should be dated - Long English date for all subjects apart from maths, which will have the short date.

The Learning Objective from the medium-term plan should form the title of the piece of work.

Handwriting

We should encourage children to write in a neat cursive style from year one term two and handwriting practice is planned for.

Ensure that children begin writing at the margin.

Pen for writing should only be allowed when they have gained their 'pen license'.

Maths - use a pencil for drawing and maths work.

Children will edit or correct their own work after feedback in purple pen.

Any peer work will be completed in green pen.

Teachers will mark in red pen.

Review Feedback- Whole class teacher feedback files

Teachers will complete whole class feedback overviews for grammar, writing, maths, RE and science. Teachers will write in their teacher feedback files rather than writing individual comments in each pupil's books. This ensures that feedback is timely and purposeful and reduces teacher workload. This will enable teachers to plan a feedback session and adapt the next lesson. Teachers will use the same template to make notes based on children's learning in the lesson.

At the start of a session a teacher may share the whole class feedback with the class as a starting point for the session.

Feedback sessions

Teachers will use the notes in their whole class feedback files or brief notes on their medium-term plans to provide feedback to their class. This may be whole class, group or individual feedback.

Monitoring

Feedback will be monitored termly by the Senior Leadership Team and subject leaders. Teacher feedback files will be monitored regularly by the SLT and Subject leaders. Teacher feedback files will be reviewed during book scrutinies and pupil interviews and be referred to in Pupil Progress Meetings.

PRINCIPLES

An effective approach to assessment at St Peter's should:

- Be part of effective planning in that the teacher will use it to plan next steps
- Focus on how pupils learn.
- Be central to classroom practice.
- Help pupils to celebrate success and feel motivated to want to improve.
- Help pupils to know how to improve.
- Develop pupils' abilities to self and peer assess.
- Reflect feedback on the Learning Objective (LO) considering the success criteria.
- Show that pupils' work is valued by giving feedback that is sensitive and constructive.
- Allow for pupils to respond to intervention marking prompts.

Assessments are carried out by teachers, teaching assistants, LSA's, pupils, specialist teachers, outside agency staff e.g. educational psychologist, in consultation with parents and pupils.

When assessment takes place:-

- Pupils are assessed on entry to EYFS, using the Baseline. Throughout the year and at the end of EYFS learning outcomes are used to record each pupil's progress, across the prime areas of learning.
- AFL is used daily to inform teachers and pupils about attainment and to work out next steps in learning. Teachers use a variety of ways to assess pupils' learning e.g. use of questioning, partner talk and discussions, marking pupils' work etc.
- Weekly spelling tests from Year One onwards.
- Termly independent pieces of writing in English and RE.
- Sample assessment questions from White Rose Maths and other maths resources.
- Termly assessment of pupils' progress to feed into pupil progress meetings.
- End of KS1 and KS2 Assessment tests (SATs)
- End of Year One Phonics screening.
- Year Four Multiplication Tables Check.
- End of Years' 3, 4 and 5 internal summative tests for maths, reading, grammar punctuation and spelling.
- End of years' 1-6 Vernon spelling test for spelling ages.

Recording

Pupils' attainment is recorded by teachers termly and is recorded electronically on Arbor. They form the basis for professional discussions between staff for pupil progress meetings, staff employment, development and growth meetings and future target setting.

Teachers use results from tests, dialogue and marking to inform future short-term planning.

The principles that underpin recording at St Peter's are as follows:

- Provide accurate summaries of attainment in terms of age-related expectations and progress.
- Provide colleagues with sufficient information to enable them to plan next steps to include the passing on of information about each child, SEND records and orange books and any copies of relevant assessment/minutes of meetings in pupils' files.
- Provide detailed scores/results of agreed tasks/tests to allow for further analysis and any future planning.

Reporting

An effective approach to reporting at St Peter's is as follows:

- Complies with statutory requirements.
- Provides parents/carers with a detailed summary of each pupil's strengths, while targeting improvements in subjects.
- Included indicators of performance in line with the National Curriculum.
- Provides opportunities for pupils and parents/carers to comment on progress yearly.
- Provides two formal opportunities for parents/carers to discuss their child's/children's ability and progress.
- Offers other opportunities e.g. Class Dojo platform, parental/school request, and staff available on the school playground at the end of each day.