



Our Lady of Good Help

Catholic Primary School

Feedback Policy 2023

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At Our Lady of Good Help Catholic Primary School (OLGH), we believe that high-quality teaching is key to pupil progress and attainment. As such, we have developed a feedback policy that is centred around live marking and verbal feedback during lessons, which leads to pupils editing their work at the time.

The aims of our feedback policy are to:

- Provide pupils with clear, timely and specific feedback that is focused on moving their learning forward;
- Help pupils to develop their self-regulation skills and become more independent learners;
- Support teachers in identifying areas of strength and areas for development in their teaching practice;
- Foster a culture of continuous improvement and reflection;
- Developing positive attitudes towards learning and pride in their work.

Principles of Quality Feedback

At our school, we believe that feedback should be:

1. **Clear and Constructive:** Feedback should be concise and understandable to the child, with specific examples of what they have done well and what they need to improve.
2. **Timely:** Feedback should be given as soon as possible.
3. **Subject-specific:** Teachers will focus on children's use of subject-specific vocabulary.
4. **Individualised:** Feedback should be tailored to the individual needs of each child.
5. **Flexible:** Teachers are not routinely expected to provide written feedback, only if they deem it to be the most appropriate option.

Types of Feedback

Feedback at our school may take the form of:

- Verbal feedback will be given during lessons, with a focus on positive feedback to reinforce good practice;
- Written feedback will be given if and when appropriate;
- Peer feedback and self-assessment will be used to encourage children to take ownership of their learning;
- High effort levels are promoted and children who work hard during lessons may be sent to SLT to show off their work. They will receive a headteacher sticker, a gold band or a postcard home.

Live Marking and Verbal Feedback

During lessons, teachers are expected to use live marking and verbal feedback to provide pupils with immediate feedback on their work. Our expectation is that all children receive feedback at some point during a lesson. If a child has not received feedback during a lesson, their book will be looked at before the next lesson in that subject.

This will involve:

- Looking at pupils' work as they complete it;
- Providing verbal feedback on the spot, highlighting areas of strength and areas for development;
- Encouraging pupils to edit their work at the time, using the feedback provided to make improvements.

This approach to feedback is based on research that shows that immediate feedback is more effective in promoting learning than delayed feedback. Teachers will use feedback to adapt lessons and inform future planning.

Highlighting

In addition to verbal feedback, teachers may use highlighting to provide pupils with specific feedback on their work. This will involve:

- Using a **green highlighter** to indicate **good** elements of the work that are linked to the success criteria;
- Using a **pink highlighter** to indicate the **need to think/ areas for improvement** that are linked to the success criteria or spelling and punctuation.

This approach to highlighting is based on research that shows that highlighting can be an effective way to provide feedback to pupils as it focuses children on the specific element which needs to be improved.

Editing Time

After receiving feedback, pupils will be expected to edit their work - **tick or fix**. This will typically involve:

- Reviewing the feedback provided by the teacher;
- Making improvements to their work based on the feedback using **purple pen**;
- Seeking clarification from the teacher if needed.

This editing time will be built into lessons and will be used to support pupils in developing their self-regulation skills and becoming more independent learners.

Using Key Vocabulary

We place great emphasis on developing key knowledge, building upon prior learning and using new taught vocabulary in the correct context. Teachers will provide feedback on work with a focus on subject-specific vocabulary to ensure that children understand and can use the key terminology of each subject.

Effective feedback in foundation subjects should also focus on the use of subject-specific vocabulary. It is important for teachers to use formative tasks that ask pupils to use specific vocabulary related to the subject matter. When providing feedback, teachers should be specific and challenging, ensuring pupils' explanations are accurate. The feedback should be immediate and precise to prevent pupils from developing misconceptions and errors. By providing effective feedback that focuses on subject-specific vocabulary, pupils will be better equipped to express their ideas and opinions in writing in foundation subjects.

Peer Assessment

Teachers should give pupils opportunities to mark their own and each other's work from time to time. This encourages pupils to identify errors in their own work or others and be able to say how they could improve it. To do this, they should use their **purple pen**. This is particularly effective for the fluency elements of maths and when proofreading written work. Teachers should make use of their classroom visualiser to model good practice to the children and provide them with examples of quality children's work.

Teacher Wellbeing

We do not expect to see a specific amount of feedback, only feedback that enables children to progress. This is in line with our approach to wellbeing, which recognises the importance of ensuring that teachers are not overburdened with excessive workload or unrealistic expectations.

Assessment

Assessment is a critical component of effective teaching and learning, and it plays a key role in how we track pupil progress. We use formative assessment to check pupils' progress and to adapt teaching plans, while summative assessment is used to measure what has been achieved at the end of each term. In the case of maths (NTS), reading (NFER), and grammar and punctuation (NFER), we use a standardised test to produce a standardised score, which is used alongside teacher assessment, to determine pupils' progress each term. We can use the data created from these tests to find common misconceptions to enable teachers to focus their teaching on what is more commonly misunderstood. In writing, teachers assess pupil's work against our writing framework and these judgments are cross-moderated internally and externally. In foundation subjects, an assessment is conducted after each unit of work to determine whether pupils have met the endpoints for that unit. These assessments can take different forms, such as an informal quiz, an information poster or another task that enables the pupils to demonstrate their knowledge and understanding of the unit.

Impact of Quality Feedback

At our school, we believe that high-quality feedback is a key driver in promoting high standards of learning, children taking pride in their work and pupil achievement. Regular feedback provides children with the opportunity to reflect on their learning, make progress and achieve their potential. The impact of quality feedback will be evaluated through regular monitoring and feedback from staff, children, and parents.

Monitoring and Evaluation

Our feedback policy will be regularly monitored and evaluated to ensure that it is having the desired impact on pupil progress and attainment. This will involve:

- Regular feedback from teachers on the effectiveness of the policy;
- Analysis of pupil progress data to identify areas of strength and areas for development;
- Reviewing and updating the policy as needed to ensure that it remains relevant and effective.