



‘Whatever you do, do it for the glory of God.’

Response & Feedback Policy



The purpose of responding to children's work at St Simon's Catholic Primary School is to assist in the fulfilment of the school's Mission statement. It is our aim that each child will **STRIVE** to be the very best that they can be, to fulfil their potential, which will be revealed both for the glory of God and the service of others.

Marking and Feedback practice at St Simon's

It is vital that teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching. Feedback occurs at on of four common stages in the learning process:

1. Immediate 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, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Feedback should be celebrated, as it is an important part of self-improvement.

At St Simon's, these stages can be seen in the following practices:

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TYPE	WHAT IT LOOKS LIKE	EVIDENCE
Immediate	<ul style="list-style-type: none"> Includes teacher gathering feedback from teaching. Takes place in lessons. Often given verbally for immediate action. May involve use of support staff to provide support and challenge. May re-direct the focus of the teaching or task. May include annotations according to the marking code. 	<ul style="list-style-type: none"> Learning walks / lesson observations. Annotations using marking codes (see visual key.)
Summary	<ul style="list-style-type: none"> Takes place at the end of a lesson / activity. Often involves whole groups or classes. Provides an opportunity for evaluation of learning in the lesson. May take form of self or peer assessment against an agreed set of criteria. 	<ul style="list-style-type: none"> Learning walks/ lesson observations. Annotations using marking codes (see visual key.) Planning
Review	<ul style="list-style-type: none"> Takes place away from the point of writing. May involve annotations for pupils to read / respond to. Provides opportunities for assessment of understanding. Leads to adaption of future teaching. May lead to targets being set for future attention 	<ul style="list-style-type: none"> Learning walks / lesson observations. Annotations using marking codes (see visual key.) Planning / adaptation to teaching. Book looks

All written work produced by pupils in books will include feedback which adheres to the following guidelines:

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- ❖ The teacher will give pupils very clear criteria upon which the work will receive feedback.
- ❖ Learning intentions /titles will be visible in books to focus the response and will be written, or typed, into books.

When review feedback has been given, it will take the following format:

- ❖ Features of work that meet the success criteria will be highlighted with a green line underneath the writing. Green signifies success achieved, 'go', 'go on to the next step in learning'.
- ❖ There will be a positive comment /prompt which refers specifically to the learning in that lesson and is meaningful for the child, referring to specific examples of success. This positive comment may also refer back to a target given in the previous lesson.
- ❖ There may be a constructive and meaningful prompt given which encourages children to think about their learning that lesson or fix a mistake. - The prompt will be identified with a highlighted pink dash. Features of work that need developing further will be highlighted by the teacher in pink, 'pink to make you think' for children to action as necessary.
- ❖ The visual key will be displayed in all classrooms, to be referred to by adults including class teachers, supply teachers, teaching assistants and external reviewers. All children will be taught what the visual codes mean.
- ❖ Feedback may be given using these codes in place of extensive writing. No more than three visual prompts will be used per piece of work and will link with priorities/targets for the individual. Visual prompts will be used consistently throughout the school.
- ❖ **CHIMP (Check & Improve)** time will occur regularly in Y1 - 6, often daily, allowing the children to amend their work, following written or verbal feedback from the teacher, based on a previous lesson. During this time, each child will respond, independently or with support, to the teacher comments made. Teachers in turn will then review the response and, if necessary, will respond verbally to the child. Written responses by the children will be written in green biro.

- ❖ In addition to specific criteria linked to the lesson objective and expected outcomes there are standard grammar and spelling expectations which must be displayed in the classroom. Errors in subject specific spelling and grammar which have been targeted will be highlighted in pink. Children are then expected to correct them independently. Phonetically plausible spelling of words that have not previously been taught will be encouraged to promote the use of adventurous vocabulary, therefore will not be highlighted in pink.
- ❖ Pupils will be given regular opportunities throughout each academic year, and at an age appropriate level, to assess their own work as well as that of their peers, using pink and green biros.
- ❖ Teachers and Teaching Assistants must write in the agreed handwriting style as a model for children.
- ❖ Weekly Gold awards will be presented to one child per class (R - Y6) in response to an exceptional action or piece of work that has really impressed the teacher or Teaching Assistant.
- ❖ Weekly **STRIVE** awards will be presented to one child per class (R - Y6) in response to an exceptional demonstration of being either spiritual, trusted, resilient, inquisitive, valued or exceptional.

EYFS staff will predominantly respond and give feedback to the children verbally, using lots of praise and encouragement. They will use simple language to promote improvement and challenge. The relevant whole school visual codes will be used too.

Remote Learning Feedback

In the case of a partial or whole school closure, work will be completed remotely (see remote learning policy). Teachers will not be expected to mark or give feedback on every piece of work submitted. Instead teachers will look at the work submitted and
















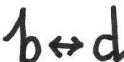











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feedback to the parent where this a teaching point so that the parent can work with the child to improve understanding, or make note to work with the pupil upon their return.

VISUAL KEY

Green for 'go'

Pink 'to make you think'

Capital letters	CL	Guided / with support	
handwriting		Independent	
Write on the line		Verbal feedback	
Finger spaces		Teaching assistant	
Use your phonics		Peer support	
Full stops	.	Adult directed	
Other punctuation		Child initiated	
Check it makes sense	?	Supply	
Presentation		Peer-assessed	
Letter reversal		Self-assessed	
Spelling		WOW!	
Conjunctions		You worked really hard on this	
Adjectives		Digit formation	
Correct tenses		Digit/number reversal	
Sentence construction		Missed out the question	

Paragraphs		Do question again	
Absent	ABS (date)	Show working out	
Letter height	