



St. Luke's CEVA Primary School

Feedback Policy

Adopted: Spring 2023

Review date: Spring 2024

Aspiring to be just and kind

Walking humbly with God

Growing with every opportunity

At St. Luke's we aim to:

Develop an active culture of justice and kindness, where everyone (regardless of background) is treated with dignity, respect and warmth. Embed a positive approach to behaviour management, which has restorative justice at its core and focuses on respect, forgiveness, trust and restoration.

Inspire the pupils to make ethical choices and become agents for change both within their own context and further afield.

Provide an environment where everyone can flourish and have a life enhancing encounter with the Christian faith and Jesus Christ.

Instil hearts of compassion which lead to the service of others both within our own context and further afield.

Provide an excellent, broad-based curriculum that inspires enthusiasm, energy and dedication as pupils fully engage with learning

Provide pupils with a variety of opportunities, including sporting, musical, artistic, technological and cultural activities that facilitate spiritual, moral, social and cultural and growth

Encourage pupils to grow in the in the 'fruits of the spirit' (love, joy, peace, patience, kindness, goodness, faithfulness, humility, and self-control)

Develop a growth mindset, resilience and good mental health and well-being.

Rationale

'Standards are raised only by changes which are put into direct effect by teachers and pupils in classrooms. There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards.'

Dylan William and Paul Black ('Inside the Black Box')

Feedback is only of use if it is completed in a timely manner, supports learning by influencing planning, intervention and identifies those who are ready for additional challenges or require further support. This feedback policy has been updated in conjunction with a NPQSL project. Consistent application of the updated policy should result in accelerated pupil progress, a reduction in the amount of written feedback which will be replaced with oral feedback and a reduced teacher workload outside of school hours. This has been driven by the latest research which found ***'that written marking had become unnecessarily burdensome for teachers and recommended that all marking should be driven by professional judgement and be "meaningful, manageable and motivating".'***

(Elliott et al,2016, A Marked Improvement)

Feedback strategies

Below are a range of strategies that can support staff in providing meaningful feedback that supports pupils within their learning and allows teachers to accurately gauge the level of pupils' understanding and the necessary response which should then be built into teacher's planning (see appendix 1). It is expected that staff will apply a rich mixture of the following strategies, using their professional judgement in deciding which will promote learning. In all cases, **it is expected that teachers regularly review books, and immediately address misconceptions and concerns** in order that no pupil begins to fall behind or allows misconceptions to develop. This will be monitored by SLT and subject leaders through a mixture of book looks and pupil voice.

Non - negotiables – See T&L Poster

Learning sheets

Learning sheets should be produced at the start of each week for Topic and each half term for RE books. These sheets should detail the outcomes for the coming week or half term. A column should be provided for the date, a question posed to give children a chance to review learning and an additional space should be provided for pupils to write a self evaluation. All books should also include a section where key vocabulary for the week is detailed (see appendix 1). The learning sheet for each subject should then be stuck into the relevant book before pupils start recording work for that week. When a pupil meets the outcome, this should be dated by the teacher or pupil (if appropriate). If the outcome is not met due to the lesson not being taught, the outcome should be carried over to the following week.

Highlighter

This should be used in all lessons to identify work that is incorrect, pupils will then revisit using Purple Pens of Progress, it is not necessary for all incorrect work to be highlighted but, teacher judgement should be used to determine if it is a simple error or an underlying lack of understanding.

Highlighted Box

Use a highlighter and draw a box around a section of work. This is the section of work that the pupil must then aim to improve. If using highlighted Box, time **must** be given at the start of the next lesson or in the current lesson for pupils to work on using their Purple Pens of Progress. Highlighted Box marking can be used to provide a challenge to pupils by simply drawing around the section and pupils determining what they need to improve. Or, by providing detailed coding so that feedback is scaffolded. Responses to highlighted Box marking must be checked to ensure pupils have identified the correct improvements. Improvements can relate to any aspect of work and do not have to be writing specific.

Live Feedback

Staff should use Live Feedback in lessons, this will provide teachers with an opportunity to identify needs within their cohort. These would be normally noted by the use of highlighter and marking code by staff in green in the pupil's book and evidenced through the use of Purple Pens of Progress and also pupil voice. Class teachers should ensure that they are working with small groups at a time, that they avoid spending too long with each group and that feedback given is clear and concise and linked to the outcomes.

Coding

Coding is a formative feedback tool to be used across all subjects. It is expected that this would celebrate the achievements and progress of the child whilst providing next steps that can be met within the current or next unit.

- KS1 and 2 should also adhere to the following marking code **which should be displayed in all classes:**

Sp	Spelling
^	Missing word
G	Grammar
P	Punctuation
()	Unclear
H	Handwriting
Pr	Presentation
//	Paragraphs
FS	Finger space
V	Vocabulary
C	Capital letters

Class teachers will use their professional judgement when deciding which parts of the code are relevant for their class or particular pupils. Teachers should mark based on individual need and level of independence e.g above the mistake or in the margin. Mistakes (where a child has shown they are normally able to meet the success criteria but has in this instance not applied it) should be coded, but the answer should not be provided. An error (where it is apparent there is an underlying lack of understanding) can be coded, and a comment could also be provided as a clue or hint to enable the pupil to carry out the correct action, or verbal cues provided; either response will ensure that pupils are taking responsibility for their learning and thinking about their work and how best to correct it. If using comments ensure that these link to the reason for a pupil not meeting a particular outcome or LQ and should begin with 'Not yet because...' to encourage a growth mindset in pupils. Coding can be accompanied by a short comment but only if it will aid pupil progress.

Self assessment

At the end of a session pupils may be provided with the answers to set work and can then use a purple pen to assess and edit their work. This must be followed up with a book look to determine pupil understanding.

Purple Pens of Progress

Each class needs to have 30 pens for pupils to use as their '**Purple Pens of Progress**'. Purple Pens of Progress must not be used by an adult. These must be used for pupils to write all of their comments about their learning and responses to feedback from adults. It is expected that 'Purple Pens of Progress' is used in all books as it will provide evidence of adult feedback and assessment.

Dedicated Improvement and Reflection Time (DIRT)

DIRT time should feature in key lessons based on metacognition questions around what they have learnt, how they have learnt best and what their next steps may be. There should also be DIRT time at the end of **each week** to **complete the weekly overview sheets and self evaluations**.

Journaling - at the end of a lesson pupils may reflect on their learning in maths with something they can do and their next steps or be prompted by a journaling question.

Feedback expectations

- Extended writing (**at least once a fortnight**) should be a presentation piece with no teacher feedback or pupil editing, the pupils should receive feedback on their last draft or planning in GPS books, using one of the above strategies, and pupils should be given appropriate time to respond to feedback before writing up their final version in their books or typing this up.
- In creative writing pupils are encouraged to seek feedback from adults.

- Once pupils have achieved the outcome then the date should be written in the relevant box on the weekly learning sheet.
- In arithmetic exercises incorrect work should be highlighted for children to correct.
- Books should be scanned during the lesson when timely and relevant feedback can be given to the child and they can act on this - any improvements as a result of this should be done in a purple pen.

SEND Targets

Please highlight achieved SEN targets in blue and log date in the back of the book on the SEN target sheet.

Alternative strategies - Editing stations (see appendix 2)

The class should be arranged into 6 groups of tables. Each table should be provided with an area of writing that they are required to review, three tables should be focussed on non-negotiables - e.g. spellings, capital letters and full stops; the next three tables should be linked explicitly to the success criteria for that piece of writing (see appendix 4). Pupils must then carousel around the different editing stations peer marking the work to be evaluated. All marking should be carried out in coloured pencil. Pupils should spend 5-10 minutes on each table. Each table must also be provided with a challenge for those that have completed the editing. Pupils should offer feedback that is Kind, Specific and Helpful and should verbally offer improvements to their partner. A class could have on display a 'Peer Marking Agreement' to help them with offering feedback and ensure that expectations are clear. If using a 'Peer Marking Agreement' this should be created before editing stations are introduced.

Appendix 1:



Year:

Term:

Topic:

Week:

History **Geography** **Science** **Computing** **Art** **DT** **Citizenship/PSHE** **English**

Outcome	Completed

Learning Question:

Self evaluation:

Appendix 2:



Editing station 1: Punctuation party!

Have a look for -

- Capital letters (start of sentences and proper nouns)
- Full stops to finish sentences
- Question marks or exclamation marks if needed
- Commas - in a list or to separate clauses.
- Brackets to add extra information

Challenge - semi-colon if you know how it works, show me!



Editing station 2: Adverbial phrases.

Have a look for -

- Adverbs in your sentences (hint: ly words)
- Phrases that tell the reader - when/where/how/why
- Prepositional phrases - under/above/between

Challenge - can you switch your sentence structure around to have a fronted adverbial?



Editing station 3: Determiners

Have a look for -

- Lots of sentences starting with articles: the, a or an
- Switching your sentence structure so that your openers are varied.

Challenge - can you use a possessive, quantifier or demonstrative determiner?



Editing station 4: Spelling

Have a look for -

- Spellings that don't look right.
- Words from your spelling list.

Use dictionaries to help you find incorrect words.

Challengnge - can you find all your misspelled words?



Editing station 5: Imagery

Have a look for -

- Similes - as/like
- Metaphor - it is a
- Personification - Bring inanimate objects to life
- Alliteration - four fluffy feathers
- Assonance - ignite lights in the night

Challenge - can you add an appropriate example of onomatopoeia?



Editing station 6: Thesaurus party

Have a look for -

- Dull adjectives
- Boring verbs
- Alternatives in the thesaurus

Challenge - can you uplevel your conjunctions?

Appendix 3:

Feedback overview

Feedback should be 'live' and in lesson in so it is timely to support pupil progress-
Feedback expectations

- Green pen for written comments, coding and dating where outcomes have been met.
- Use of marking code to bring pupils attention to common mistakes in their work.
- Highlighter for addressing misconceptions, mistakes and identifying when an outcome has not been met due to pupil and for 'Box' feedback.
- Pupils must use Purple Pens of Progress for self editing/assessment.
- Purple Pens of Progress for responding to **all** feedback.
- Blue Highlighter should be used for completing SEND Targets
- Pupils should be given appropriate time to respond to feedback before writing up their final version in their books.
- When using highlighters, short comments or questions can also be used if they will aid pupil progress.
- In arithmetic exercises incorrect work should be highlighted for children to correct.
- Books to be scanned by staff ideally during each lesson to ensure pupils are on track and redirected if necessary.
- Feedback to be given by any adult best placed to do this i.e. if TA or classroom support work with a group they should ideally give feedback to the children (with guidance from Teacher if necessary)

Feedback strategies

- **Weekly learning sheets** in Topic books detailing outcomes for the coming week. Teacher or pupils to date when outcome when met, highlight if pupil does not meet and this will become their next step, line through in green if to be carried over to following week.

- **Live feedback** - evidenced through use of Purple Pens of Progress.
- **Coding** - to be used across all subjects only in green pen if actioned by an adult.
- **Self/peer assessment** - pupils check their own or others work against answers provided.
- Not yet because... any comment written by an adult linked to not meeting the outcome must start with 'Not yet because' to promote a growth mindset in pupils.
- **DIRT time** - scheduled in key lessons using metacognition questions to allow pupils to respond to feedback.

Appendix 4:

Marking code

Sp	Spelling
^	Missing word
G	Grammar
P	Punctuation
()	Unclear
H	Handwriting
Pr	Presentation
//	Paragraphs
FS	Finger space
V	Vocabulary
C	Capital letters