

St Mary of the Angels Catholic Primary School

Recognising and celebrating the presence of Christ in one another.

At St. Mary of the Angels:

- ◆ we aim to follow Jesus through the teaching of the Gospels and inspire each other to be Christ-like;
- ◆ we all work as a big team to encourage everyone to be the best that they can be, at work and at play;
- ◆ we create a safe, positive, fair environment where all feel respected and valued.



Feedback Policy

Current date approved:	September 2021
Approved by:	Full Governing body
Date of Next review:	September 2022

Aims of the Policy

At St. Mary of the Angels good feedback is an integral part of the learning and assessment process, helping the children to progress and the teacher to monitor achievements and areas of development in line with targets set and personalised checklists. In line with our mission statement, we assess children's work constructively in order to:

- develop and celebrate pupils' strengths, efforts and personal achievements.
- address misunderstandings and support pupils in developing their learning.
- encourage, motivate, support and promote positive attitudes to learning especially through expectation.
- give pupils clear next steps in developing their learning through appropriate discussion and feedback.
- enhance and develop children's editing skills and ability to revise and redraft their writing
- challenge children further, where appropriate, to embed their learning and communicate in a variety of ways with clarity and increasing independence over time.
- inform planning and support target setting.

Children are actively encouraged to take responsibility for their own learning. We aim to develop their independence and motivation by expecting them to monitor and assess their own progress, through responding as directed and knowing their next steps in learning. This enables them to be active learners and to make decisions identifying their own strengths and weaknesses.

Who gives feedback:

- Teachers
- Support staff
- Children, under the guidance of their teacher as part of the learning process

How we feedback:

The adult's role:

Integral to feedback is our approach to assessing children's needs and next steps. Here at SMA we therefore aim, through our feedback and assessment to:

- Ensure appropriate levels of support are offered
- inform future work or further assess/challenge, including mini plenaries within the lesson
- correct or improve an existing piece of work using think pink or go green processes
- share the lesson objective, using meaningful key words with the children.
- link directly to children's next steps, including Bottom Line Expectations.
- link closely with shared success criteria

Time is built into lessons/units of work daily for children to respond. In Y2 and KS2 children use the "purple pen of power to edit their work as directed, using success criteria and under the guidance of their teachers and assistants. Children are taught to understand "think pink" and "go green" – these are used as a visual reminder of the need to correct, respond, improve or, for "go green" share and be proud of. These are shared via our feedback key, available to children on display and at the end of this policy.

SEND expectations and adjustments.

In line with our SEND Policy, we make appropriate adjustments on a regular basis, for those with specific needs however, there is still an expectation that they will be empowered to produce their best work at all times. Staff are aware of their needs and how that impacts on their written work, spelling, retention, or speed. Progress in books and knowledge should still be apparent over time, in line with their entitlement to good and better teaching and an appropriately pitched plan of work.

Wrongly spelt key words or SEN target words, where appropriate, will be highlighted. Children are then expected to action corrections, as directed. SEND children will be asked to use their spelling interventions to spell specific words correctly- they will not be penalised for poor spelling.

The Child's role:

- Children have many opportunities to comment on, edit and discuss their own work and the work of others. This can be through the purple pen of power or through “yes yellow” and “uh oh orange” opportunities
- Children are encouraged to self-evaluate and know their own levels of success and achievement at an age appropriate level using child friendly language.
- Children are challenged to give honest, constructive feedback, which will help pupils to improve their work in line with success criteria, good modelling and WAGOLL(what a good one looks like).

Foundation Stage

Feedback requirements for the Foundation Stage will follow the guidelines above wherever appropriate, but will focus upon good Early Years practice. Verbal feedback techniques will be emphasised and good modelling and coaching will form the beginnings of children being involved in their own learning, through feedback and advice in line with their age and the stage of their development.

Please see additional KS1 Editing Key 202122 and KS2 Editing Key 202122