



St. Joseph's Catholic Primary School Feedback and Presentation Policy

Mission statement

To follow in Jesus' footsteps, caring for each other when we work, play and pray.

At St. Joseph's Catholic Primary School, we recognise that all children have rights as outlined in the UN Convention. As duty bearers, we have the responsibility to respect these rights and are committed to supporting our children through their education and to ensure that they are rights-holders.

Policy Statement

Our whole school policy for feedback is set out to ensure a **consistent approach** throughout the school. Feedback will ensure that all **pupils** are **given guidance** on how they might **develop** their **future work** and staff will be provided with relevant information to **plan future activities**.

Rationale

John Hattie states the purpose of feedback is, "To reduce discrepancies between current understanding and the desired goal." Hattie suggests that these discrepancies can be reduced by the teacher by setting appropriate challenges and goals as well as supporting pupils to reach these goals. Discrepancies can also be resolved by the pupil themselves by asserting more effort or by trying a different strategy or by abandoning or blurring the goals.

"Providing effective feedback is challenging. Research suggests that it should be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct"); compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y..."); encourage and support further effort and be given sparingly so that it is meaningful; provide specific guidance on how to improve and not just tell students when they are wrong; and be supported with effective professional development for teachers.

Broader research suggests that feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils. Feedback can come from peers as well as adults." Education Endowment Foundation.

More recent research into Metacognition Education Endowment Foundation suggests that learning is most powerful when the children are able to consciously reflect upon the cognitive strategies they have been using and how successful they have been. As a school, we have been learning about growth mindset and the power of positive psychology, therefore our feedback policy needs to reflect how these can help children see the progress they are making.

How will it work?

UNCRC

Article 12. You have the right to give your opinion and for adults to listen and take it seriously.

Article 28. You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29. Your education should help you use and develop your talents and abilities

The research above suggests that the most effective feedback is specific, accurate and clear therefore all feedback will be given at the point of learning in the lesson either by a teacher, teaching assistant, peer or the pupils themselves.

From Foundation Year to Year Six, some feedback will be immediate and verbal, taking place during 'live feedback'. The speed of feedback is important and the DFE Review Group have noted that live feedback can be more effective than later feedback. Research from the EEF also shows that live feedback during the lesson is very accessible to pupils and is central to high quality teaching and learning.

It must be clear that teachers and teaching assistants use their AfL to adapt lessons as they happen and for the next day to ensure that all groups are being sufficiently challenged or supported. This will mean that classes across a cohort will need slightly different teaching as they move through a unit of learning.

Children will be given the opportunity during reflection breaks and plenaries to discuss their learning in terms of the cognitive strategies they have used and which ones have worked for them.

Non-negotiables

- AfL needs to be used within the lesson so that misconceptions are addressed and that pupils are moved forward. Purple pen should be used by children to correct mistakes and misconceptions.
- Teachers will insist on high standards of presentation at all times and where it is evident that pupils have not tried their best, they will be asked to improve their work.
- Ability appropriate spelling, punctuation and grammar mistakes must be identified so they can be corrected by the pupil. These can be identified with a **PINK highlighter** or with a symbol in the margin as appropriate. (Maximum of 3 spellings)
- **GREEN highlighters** will be used to identify where children have used the skills they have been taught. They will be able to see the progress they have made through looking at what has been highlighted. They also be used to highlight where children have improved their spelling.
- **PINK highlighters** will be used to acknowledge corrections, the steps to success.
- **Purple pens** will be used by children to reflect on where they can show evidence of skills, to edit and improve their learning and make corrections where needed and will be used by pupils to evidence where peer and self-assessment has taken place.
- The level of feedback given in all subjects should be consistent and reflect our curriculum intent; that all subjects are equally important.
- A weekly gap task should be given in core subjects that challenges children's thinking or helps address any misconceptions that are evidenced in the child's work.
- Although children may occasionally self-mark their work, it is important that this is checked by the teacher for any errors. If pupils are self-marking, this must be for an educational reason, eg. self-assessment that will then be addressed.

Handwriting

In KS1 it is useful to provide ongoing handwriting practice. This can focus on individual letters or whole words.

Children's Responses

At the start of each lesson, children should have a chance to read the teacher comments and respond to any highlights and feedback to make improvements.

- Staff and children will refer to '**Think Pink**' and '**Go Green**'
- All Comments by staff will be made in **black** (TA/Supply to initial)

Monitoring and Review:

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Sampling of children's work will be carried out by the SLT and subject leaders. The work will be reviewed in relation to the policy to assess:

- Consistency throughout the school.
- Positive and supportive nature of comments.
- Effects of the policy on the children's work and their involvement in assessment.
- By talking to the children, leaders will also be able to ascertain the extent to which they are aware of the purposes of feedback and what is expected of them by the teacher/school.

Presentation of Work:

- The date is written in full on the first line of a new piece of work or in number formation to support year group expectations.
- The learning objective is written below the date.
- Handwriting should be in the adopted school style.
- Blue ink should only be used by pupils who have achieved the status of writing with pen. Pencil is always used for Maths.
- Children to be taught to start a new line for each new paragraph.
- Errors should be rubbed out or crossed out neatly.
- Pencil crayon should be used to colour in.
- Children should be given time to finish set work. It is expected that ALL work will be completed. Books/folders should not contain unfinished pieces of work.

Monitoring and review

This policy will be regularly monitored, and will be reviewed every two years, or earlier if required.

Reviewed April 2025

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