

# St Patrick's Catholic Primary School



## Feedback Policy

Date: October 2021

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## Feedback Policy

*We strive for excellence within a caring and diverse community, nurturing the Catholic faith, respecting each other, living, working and growing together as part of God's family.*

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### **The Purpose of the policy**

The purpose of this policy is to make explicit how the teaching team provide feedback. All teaching staff are expected to be familiar with the policy and to apply it consistently. It is important to recognise that the standards and expectations of the school in terms of presentation and outcomes in books are transmitted to the children through the feedback they receive from the teaching team. There are certain features e.g. full stops and capital letters which if they are not present require the piece of work to be redone until it is of a suitable standard unless the age or special educational needs of the child dictate otherwise.

### **The need for a feedback policy**

It is important that the teaching team provides constructive feedback to children focusing on success and improvements needed in relation to the skills being taught. This enables children to become reflective learners and helps them to close the gap between what they can do currently and the next step in their learning. The audience for feedback is the child. As a result, it must make sense to them and help them progress in their learning. There must be an appropriate balance of written and verbal feedback.

### **The impact of feedback on attainment**

Research has directly linked the quality of feedback received to the progress that children make in their learning.

### **Teachers' workload**

This policy takes into account the outcomes of the most recent report of the Independent Teacher Workload Review Group 'Eliminating unnecessary workload around marking.'

### **Monitoring and evaluation of this policy**

The consistency of application of this policy will be monitored through: Teaching and Learning Reviews, pupil conferencing, termly work scrutinies by Phase Leaders, dialogue between teachers and SLT after learning walks and lesson observations, planned policy reviews. Written and verbal feedback will be given to individual members of staff. Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss. Subject leaders will monitor subject specific feedback as part of their monitoring role.

## The Principles That Guide the School's Approach to Feedback

- ☑ Feedback should be used to establish acceptable standards. The teaching team needs to be rigorous in enforcing this in order to maintain high expectations consistently across the school. These high expectations should be maintained across the curriculum in all work e.g. in R.E., Science, and Humanities. Punctuation, presentation (layout and handwriting) always matter.
- ☑ Verbal feedback is acknowledged to be the most effective form of feedback
- ☑ Written feedback should be part of a regular feedback routine for the children, established early in the school year in each year group.
- ☑ The depth and quality of feedback should reflect the amount of effort the child has been expected to put into the task.
- ☑ The whole teaching team working with the children, including TAs/ HLTAs and student teachers, should contribute to feedback.
- ☑ The most effective feedback responds to individual learning needs during lessons. For example, where the teaching team take the opportunity to give verbal feedback in the presence of the children during the learning activity.
- ☑ Feedback inform future planning by highlighting areas that will require re-teaching.
- ☑ Feedback should be seen and used by the children as a vital element to improving their learning.
- ☑ **Meaningful:** *feedback varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching. We believe that feedback should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Consistency across the school is very important; it comes from consistent high standards, rather than unvarying practice. Shared expectations of feedback will help everybody to be clear about what is required of them.*
- ☑ **Manageable:** *feedback practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of feedback in relation to the overall workload of teachers.*
- ☑ **Motivating:** *Feedback should help to motivate pupils to progress. This does not mean always giving indepth comments or being universally positive: sometimes short, challenging comments are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work. An important element of feedback is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. Too much feedback can take away responsibility from the pupil for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.*
- ☑ Consistently high standards and expectations are the key to children making progress.
- ☑ Feedback has to be constructive and developmental; there should be evidence of next steps given to the child and then an evidence of impact/progress in their work.