



**St. Anselm's Catholic Primary School**  
Church Avenue, Southall, Middlesex, UB2 4BH,  
[www.stanselmscatholicprimaryschool.co.uk](http://www.stanselmscatholicprimaryschool.co.uk)

## Feedback Policy

Policy Start Date	Policy Review Date	Frequency	Committee / Governor Responsible
Autumn 2022	Autumn 2025	Every 3 years	Curriculum & Personnel Committee (C&P)

### 1. Rationale

This policy is to ensure consistency across the school in terms of feedback practice. Feedback should enhance learning through:

- Drawing children's attention to what they need to improve
- Providing feedback on what they have done so far
- Inform immediate and future target setting
- Next steps for learning

We believe feedback should provide constructive comments to every child, focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

### 2. Aims

- For the child to know their work is valued
- To build the child's self-esteem and confidence
- To assess the child's progress
- Target areas of improvement
- To facilitate their continued progression
- To reflect the equal opportunities policy of the school

### 3. Procedure

- Learning objectives (LOs) and success criteria are shared with the children and are central to the marking process including drawing attention to examples of success.
- If written in the pupil books, LOs can be simplified. For example, LO: "To write a letter to persuade the government to do more for the environment" Could be simplified to "**Letter to Inform**"
- A variety of approaches are taken to feedback, include children commenting on another's work (peer feedback), self-assessment (against success criteria), one-to-one discussion
- Time is given for children to consider comments and make a response including



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corrections

- Feedback should focus upon key issues to lesson objectives and targets
- Teachers should include (where appropriate) formative comments that inform the children's learning e.g. directing children to the next stage of their learning. This may be done as a whole class if appropriate.
- Success criteria should be shared with the children and a checklist of items used to look for when commenting on their own work or other's work (see Marking Symbols in Appendices)
- Next steps should include a range of questions, reminders, scaffolding (an example of what they need to do) or examples (exact sentences or processes to copy)
- Teachers need to acknowledge the next steps. This can be verbal, whole class or one of the marking symbols.
- Share marking symbols with our parents

#### **4. Principles**

The ideal is for feedback to be an interactive process where the teacher and the child work in partnership

- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning
- Give recognition and praise for achievement
- Give clear strategies for improvement
- All children should receive live feedback throughout the week.
- Inform future planning and individual target setting
- Be accessible to children
- Use consistent marking symbols throughout the school
- Ultimately be seen by children as positive in improving their learning

#### **5. Strategies**

- All work must be acknowledged appropriately, using a red pen, to support pupil progress and achievement.
- When written feedback is given, whether as a whole class or individually, it should be legible and model for the children, the desired handwriting style expected of them. In KS2 & Yr 2, handwriting should be of the cursive Nelson Handwriting style. In EYFS and Yr1, handwriting should be printed as taught through Little Wandle.



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### **5.1 Summative Feedback**

Marking symbols should be used and marked in red pen.

### **5.2 Formative Summative Feedback and Marking**

- With oral feedback the initial focus should be related to the Learning Objective and secondly on other features.

### **5.3 Useful 'closing the gap/ diminishing the difference' comments**

- A reminder, e.g. What else could you say here?
- A scaffold prompt, e.g. What was the dog's tail doing? Describe the expression on the dog's face.
- An example, e.g. Choose one of these or your own: He ran round in circles looking for the rabbit / The dog couldn't believe his eyes.

### **5.4 Pupil Responses**

- Where appropriate pupils will follow up the feedback, using a coloured pencil or green pen. This will be against the success criteria for the particular piece of work.
- Pupils may write their own comment in their book, e.g. 'John said....'
- If prompted by the teacher, pupils will self-assess their work as a guide to whether they have understood the lesson/ Learning Objective:



= I need some help/ work was supported



= I understand some/ pupil needs to re-visit



= I fully understand/ pupil ready to move on

Written feedback may be provided by the pupil to the teacher. This should focus on their learning.



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### Appendix 1: Marking Symbols

The following symbols will be used by your teacher when marking. They will be placed in the margin and you must check them against the meaning.

Symbol in Margin	Meaning of Symbol
<b>C</b>	This means that you and the teacher have had a conference (chatted) about the work. You have been given verbal advice.
✓	A ✓ means that you have made a good point or the teacher agrees with what you have said.
<b>S</b>	Helped and supported.
<b>L</b> 😊	Learning objective met.
<b>N</b>	Sometimes the teacher will give you Next Steps. Please respond as soon as possible. You should use the Green Pen or Green Pencil to show the Next Steps taken.
<b>I</b>	Independent work

Supported by constructive feedback.

<b>Headteacher:</b>	<i>T Pereira</i>	<b>Date:</b>	<b>Autumn 2022</b>
<b>Chair of Governing Body:</b>	<i>G. Wickham</i>	<b>Date:</b>	<b>Autumn 2022</b>