



# Our Lady of the Assumption Catholic Primary School



## Feedback Policy

To be reviewed: January 2026, or dependent on any legislative changes

### Safeguarding Statement:

'Our Lady of the Assumption Catholic Primary School is committed to safeguarding and promoting the safety and welfare of all children and expects all staff, parents governors and volunteers to share this commitment.'

### Our Vision

As a Catholic school that puts Christ at the centre, we are committed to encouraging everyone to 'Be the Best They Can Be'

### Values and Ethos

We believe that everyone is made in the image and likeness of God and we value the equality of all, reject discrimination of any kind, and welcome the diversity of different cultures.

### Aims

At Our Lady of the Assumption Catholic Primary School all our responses to children's work will be meaningful, manageable and motivating.

- Quality feedback, however given, will be seen in how a pupil is able to tackle subsequent work.
- Children will receive regular feedback about the quality and content of their work
- Feedback will be given as soon as possible after completion of the task
- Feedback will be related to learning outcomes, common errors/misconceptions and next steps in learning.

Effective feedback is an interaction between teacher/teaching assistant and pupil. It is a means of acknowledging pupils' work, checking the outcomes and making decisions about what teachers/teaching assistants and pupils need to do next, with the primary aim of driving pupil progress.

Effective feedback needs to be **meaningful, manageable and motivating**.

**Meaningful:** Feedback will vary depending on 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 of their feedback into subsequent planning and teaching.

**Manageable:** Feedback practice needs to be proportionate. Teachers need to consider the most effective form of marking for each piece of work to ensure the best outcomes for the pupils.

**Motivating:** Marking should help to motivate the pupils to progress.

We use the following strategies to give feedback to pupils:

### **Verbal feedback**

Pupils are given verbal feedback at the following times:

- in class whilst working on a task in order to quickly intervene to move learning on
- at the end of a task at individual, group or whole class level to give feedback about learning outcomes

### **Whole Class Feedback**

Following a task, teachers will read and acknowledge all work with a tick. As they assess the pupils' work, teachers will identify the following elements which will then inform a feedback session to the whole class:

- work to praise and share
- needs further support
- presentation
- basic skills/spelling errors
- misconceptions and next lesson notes

### **Pupil Marking**

When pupils mark their work for accuracy, feedback will be given at the time of marking. When pupils mark their own work, teachers will still check and acknowledge the work.

### **Live Marking**

Where appropriate, teachers will mark work with pupils during a task, giving pupils instant feedback and time to correct errors.

### **Written Feedback**

Teachers are not expected to write lengthy comments in books. Where teachers do write a comment, it will require a response from the pupil e.g.

- a reflective question
- a short gap task e.g. re-writing and improving a sentence; clarifying an explanation
- highlighting or correcting errors e.g. spelling corrections, grammatical errors or mathematical calculations

In Key Stage 1, teacher will support pupils in making corrections by highlighting (green highlighter) or underlining errors.

In Key Stage 2, pupils will be supported to identify their own errors e.g. by indicating roughly where an error occurs by putting 'sp' in the margin. Children will then be expected to find and correct the error.

Pink highlighter pens can be used to show the pupil where the pupil has successfully met the WALT. This will be used appropriately and at the teacher's discretion.

## **Peer Assessment**

Pupils are encouraged to support their peers with their work, providing positive and constructive comments. Pupils will be provided with opportunities to provide peers with verbal or written feedback as appropriate.

## **Self-Assessment**

Pupils are encouraged to reflect on their learning and decide whether their work meets the WALT. As appropriate, pupils will be asked to write their self-assessment comments in their books using a purple pen. this pen will also be used when re-drafting and improving work.

### **As a staff we have agreed to adhere to the following guidelines:**

- all written work will be acknowledged by the class teacher
- supply teachers and trainee teachers will be expected to follow the marking policy
- supply teachers will be asked to write their initials at the end of a piece of work to signify a change of marker
- work experience students will not be asked to mark work
- adults will model the school's handwriting policy in their marking
- errors in pupil's work should be identified as necessary but pupils are not expected to correct every error
- common spelling and grammatical errors will be addressed with the whole class
- spelling errors unique to the pupil will be highlighted and the pupil will be expected to write the correct spelling 3 times
- when a pupil is absent, this will be noted in their book

The following symbols will be used in books to aid with assessment and to indicate when work has been completed to an unsatisfactory standard:

I

Used to indicate to clarify unsupported/independent work

S

Supported by an adult (adult to initial)

P

Presentation below expected standard, please rewrite

1:1

1:1 verbal feedback given (note area of feedback e.g. sentence punctuation)