



St Faith's

Church of England
Infant and Nursery School



"Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship. We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all."

Oscar Romero "Aspire not to have more, but to be more."

Feedback Policy

As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our pupils, to give pupils the knowledge, skills and understanding that they require to lead confident, healthy and independent lives. We promote the teaching and understanding of fundamental British values in order to prepare pupils for life in modern Britain. We positively teach the values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teaching the fundamental British values helps the children to become informed, active and responsible citizens.

Assessment is an essential and integral part of the National Curriculum and Early Years Foundation Stage statutory procedures. It complements and assists the teaching and learning process by informing teachers of the progress their pupils are making and allowing them to make effective plans for the future. Marking and feedback have a very important role to play in assessing pupils work and identifying their next steps.

Marking

Marking is an important aspect of effective feedback given to the children to ensure they know what they have done well and what they need to do to improve further. This ensures that the children are making progress and this progress is evident in their books. At this school, we feel that there are many kinds of marking which contribute to effective feedback.

These include:

- An adult providing **feedback** on a child's work
- An adult providing **verbal feedback** on a child's work
- A child **marking or editing their own work**

At St Faith's all of these types of marking and feedback will take place at different times throughout the year and for different subjects. Some of these are more appropriate for older children, and we aim to develop the skills needed to provide and receive feedback in an age appropriate way over Key Stage 1.

At all times, marking and feedback should be:

- Manageable
- Meaningful
- Motivating for pupils

Marking will always be done in a sensitive way that shows respect for the child's work. The adult will always ensure that their handwriting and mark making will be neat, tidy and clear.

An adult providing written feedback on a child's work

The colour used in school for marking children's work is PINK.

The following procedures will be followed when marking:

- Work will be marked with an 'I' to show when work has been completed independently and an 'S' when work has been supported and an 'G' when work has been completed in a guided group. This may be at the top of the page or at the end of the piece of work.
- The pink pen will be used to tick achievements based on the learning objective for that lesson and a child's individual targets.
- The pink pen may be used by an adult to draw attention in the child's work to any areas for development for a pupil to address independently. This is explained below.

This will be indicated in the following way for:

WRITTEN WORK

- Where the objective has been achieved, this will be indicated with a tick, in all or most cases.
- A pink line is used for a missing word, incorrect capital letter or punctuation and for any handwriting errors e.g. letter reversals or incorrect formation.
- For handwriting errors, the adult will write the grapheme correctly at the bottom of the work in pink, and the child will write the grapheme approximately 5 times, along the line, starting at the dots written by the adult.
- Tricky words and common exception words will be underlined for the child to correct and practise again at the bottom of the page. A maximum of three words will be identified. For our children who are good spellers, other key words may be identified and practised to further improve their spelling.
- Occasional comments may be left at the end of a piece of independent work, though this is for praise and encouragement, e.g. fabulous, great effort, I am proud of you.
- Live scaffolding in writing will be written in blue pen by the adult. This could be a sentence starter, word bank, extension, vocabulary, and helicopter support.

Wherever possible the feedback will be live and the marking will be representative of the discussions and feedback given, in line with the child's ability.

Not all inaccuracies will be indicated with a pink line. The number of corrections to punctuation, words, phonemes or graphemes that are noted is dependent upon the ability of the child.

MATHS

In Maths, when marking while the children are working, a pink pen will be used to indicate areas of growth or development. This may be in the form of a dot for an incorrect answer. **A pink underline will be used for incorrect number formation or reversal. The correct formation will be written for the child to practise.** Successes will be verbally identified and shared with the child. In the case of incorrect number formation or reversal, the number will be written in pink for the child to practise.

The learning objective sticker will be used to show the knowledge being taught for the week.

When marking after the lesson without the child, the pink pens will be used to identify correct responses and areas for development.

Worksheets will be avoided wherever possible.

The following additional procedures will be followed when marking in EYFS:

The level of marking will also be dependent on the nature of the written work:

Child initiated writing

In the Autumn and Spring terms, child initiated writing will not be marked with any comments or corrections. Any 'translation' required for the child's writing will be written neatly and discretely by the adult in pencil. There may be a tick in pink. Verbal feedback will be given and any errors that should be correct will be discussed. Letter formation and tricky words will also be discussed, corrected and practised by the child.

Starting in the EYFS, letter formation will be corrected though this will be done sympathetically and appropriately so as not to deter a child from wanting to write, especially when child initiated.

An adult providing verbal feedback on a child's work

Where adults notice an error/misconception during a lesson, it is expected that verbal feedback will be given at the time and the child will be supported to edit / fix their own work using a purple pen. This may not be recorded on the work but will be evidenced by the misconception being addressed together.

A child marking or editing their own work

Children are encouraged to edit and review their own work, for example by checking their work in maths, or by editing their work in writing. This is also most like to be in Key Stage 1, though may be a guided activity for the more confident writers in Reception.

Children will be taught to use a purple 'editing pen,' to clearly show where they have edited and reviewing their work. The purple pens will be available for the children to use in all areas of the curriculum, although the modelling of this will focus on writing lessons.

Live feedback will support children in editing their work however they should not be told to correct all spellings, punctuation or grammar mistakes, but will be expected to correct those that meet their current level of attainment or development.

A single neat pencil line, carefully drawn through a mistake as they write, can be used by a child to show where they have recognised an error in their work. Erasers are not used, unless by an adult if they feel it is a preferable solution.

Reading diaries

Reading diaries will be written in by all school staff using a pink pen. The title of the book will be written in the diary at the beginning of the week. Following each reading session, the adult will date and sign the diary and when this is a Little Wandle reading session the diary will also be stamped. Encouraging and positive comments may be added, along with any targets for development, which will be written in a bubble. Any additional reading, change in reading level or set of key words will be clearly marked for parents and carers and other school staff to see.

Monitoring and Evaluation

The information gained through marking and feedback is used for a variety of purposes. We realise that:

Teachers want to know:

- whether each pupil has learnt what has been taught;
- who needs further intervention or is ready for extension work;
- who is making expected or better progress;
- whether all pupils, including those with SEND, are meeting their learning targets;
- whether they need to refine any aspects of their teaching;
- what the child's next steps are.

Pupils want to know:

- what they can do already;
- what they need to do next.

Headteachers, curriculum leaders and governors want to know:

- whether different groups of pupils in the school are making sufficient progress;
- whether there are any major areas for development or successes;
- whether the school is on track to reach its pupil attainment targets;
- how pupil attainment in the school compares with other similar schools;
- which aspects of the curriculum and teaching need to be a focus area e.g. on the SDP.

Parents want to know:

- whether their child is making appropriate progress;
- whether their child is showing any major strengths or areas for development;
- what they can do to help.

The senior leaders routinely monitor books to ensure that marking and feedback remains manageable, meaningful and motivating and discussions are held when required at staff meetings.

Review

The effectiveness of this policy will be reviewed and discussed at future staff meetings. Any subsequent revisions to the policy will be presented to the governing body for discussion.

Safeguarding Procedures

At St Faith's we have a positive culture of safeguarding, with effective policies and procedures in place. Our safeguarding procedures are outlined in our Child Protection and Safeguarding Policy, which can be found on our website <https://stfaithscofe.secure-primariesite.net/safeguarding-information-and-policies/>.

Approved by the governing body on:-	March 2024
Signed (Governor)	Dave Vincent
Signed (Subject Leader)	Amanda Konrath
Review Date	July 2025