



Join the faith and learning journey



ST ANTONY'S R C PRIMARY SCHOOL

OUR MISSION STATEMENT

St. Antony's School is part of the Roman Catholic community of the Holy Family, where Jesus Christ is our inspiration as we raise standards and aspirations for all of our children.

INCLUSION STATEMENT

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future- find and use their God given talents to be what God intended them to be.

We are a Catholic community, in a modern society, where everyone is equal. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school, and they and their families become part of our St. Antony's family. We will love and nurture them, and do our best to help them, on their faith and learning journeys, to become what God wants them to be.

POLICY NAME: - FEEDBACK POLICY

Adopted by Governors: (signed on hard copy)

Date: June 2025

Review date: June 2026

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Aim of this policy

To prioritise and exemplify the principles of effective feedback so that pupil learning is improved.

"Feedback is one of the most powerful influences on learning and achievement." (Hattie and Timperley, 2007)

"Good feedback causes thinking" (William, 2012)

The most prevalent authors of research into formative assessment (Clarke, William, Hattie) agree that if feedback is to be effective it must have certain characteristics. To be truly valuable, feedback must include specific areas for improvement to provide next steps for the student and be clearly linked to the learning intention and success criteria of the lesson. Additionally, it must be delivered in different ways and at an appropriate time so the students are able to act upon it and be linked to the work the student is doing, not the student personally.

In order for feedback to be effective, pupils must first have received high quality instruction following the seven step model.

Formative assessment must then be used to ascertain any *learning gaps* and *what is required next* to make progress. Feedback will then address these two points.

Teacher Workload

At St Antony's we are very aware of teacher workload and also effective practice evidenced in quality research. Lengthy written comments after the event, which pupils do not act upon, do not make for effective pupil learning. We follow the principles of the EEF recommendations of feedback. **Any comments we make are to move a pupil's learning and**

intrinsic motivation on, not for anyone else or any other reason. Written feedback is only one form of feedback and we use verbal feedback during lessons in place of written feedback after lessons where possible.

At St Antony's we aim to develop our pupils' metacognitive skills and as such we create a learning culture where pupils welcome feedback and see it as an integral part of their learning process, and *they use the feedback* moving learning forward. Teachers must plan for:

- 1. How pupils receive feedback- verbal or written**
- 2. When pupils receive feedback – in the moment or at the end of a session or part session**
- 3. How pupils use feedback to close the feedback loop**

Types of feedback

The focus of feedback is to move learning forward by commenting on:

1. Task- show a pupil where to correct a mistake
2. Subject- develop a pupil's subject knowledge, skills or understanding
3. Self-regulation- support a pupil to learn how they can improve their own knowledge, skills or understanding and receive feedback in an effective way

Feedback that focuses on a learner's personal characteristics or only offers vague or general remarks is less likely to be effective.

In the moment feedback

At St Antony's we believe that 'in the moment' feedback is best to identify misconceptions quickly. We use assertive monitoring so that all staff are fully focused on the job in hand; moving pupils' learning on. Teachers ensure that support staff share clear and ambitious expectations for all pupils.

High quality questioning skills form a vital part of effective feedback to identify misconceptions quickly. We expect staff to use research, review and refine their expertise in questioning as they progress in their career at St Antony's.

WALT and WAGOLL

To help a child make progress, St Antony's uses WALTs and WAGOLLs.

- Every learning activity should have a clear WALT linked to the National Curriculum.
- **The WALT may be written as an LBQ where appropriate.**
- WAGOLLs are exemplars or success criteria.
- Teachers can use rubrics to aid evaluation for themselves and for the pupils to use themselves.

WALT – We Are Learning To... - This is the tight learning objective and should be driven by skills, knowledge or understanding and should be directly linked to the National Curriculum. The marking symbol next to the WALT should tell the teacher and pupil whether the learning objective has been met.

Should we change WALTs to a question to make children more active in their thinking and mindset at the beginning of a written piece of work?

WALTs become LBQs when appropriate. Eg Can I use powerful adjectives? Or a disciplinary question? This would be easy in History. Is the question answered therefore Walt achieved.

WAGOLL – What A Good One Looks Like – These are models which exemplify success criteria or a checklist of success criteria. They relate to the outcome expected from pupils. They can be used to aid self-evaluation and peer to peer evaluation.

Written Feedback

This should be done in pink (making progress) and green (WALT achieved), to stand out from the child's text and avoid confusion.

Children's editing is completed in purple pen.

Presentation and general feedback

Any comments that a teacher does write in a child's book should be a model of our handwriting policy. Books are expected to be well presented and promote high standards of outcome.

Every single spelling, punctuation and grammar error need not be marked in every piece of text. This will be at the teacher's discretion and focus at the time. Mistakes are part of the learning process. We prioritise the highlighting of errors related to misunderstandings rather than careless mistakes.

In order to move learning on, constructive feedback comments that elicit a response in terms of the task, subject or self-regulation are good practice. Comments may refer to learning outcomes for assessment purposes. THESE COMMENTS CAN BE VERBAL OR WRITTEN- the pupil must have the opportunity to use the feedback.

Whole class or group marking

In some longer written pieces of work, teachers may group pupils together, according to the pupils who have achieved the outcome, not achieved it and so on. Trends in misconceptions may be spotted for certain groups of pupils. In these cases, teachers are not expected to repeat the same comment in each book. The misconception, next steps and pupils' names will be noted in staff planners. They may acknowledge with a pink 'fix-it' or staff initials to show which member of staff is going to pick up that group the next session. There is a WTD for whole class feedback.

Support and Challenge

After high quality initial instruction, pupils should be able to refer back to the exemplar or worked example to support themselves. However, an adult may need to promote the use of an appropriate scaffold to aid independence. (see EEF guidance on adaptive teaching)

If the case is seen that the activity is not challenging the child, the teacher should acknowledge this and give the child a more challenging activity, *not more of the same*.

Development of metacognitive skills

All children should be encouraged to self-evaluate and use self-regulation to improve their learning ability. Children should be encouraged to identify their own successes and look for improvement points. Children should be asked regularly for feedback as to how they think they have achieved the outcome. The use of rubrics is a tool here.

Where children mark their own learning, or the learning of one of their peers, the learning must still be seen and marked by the teacher who can give a WALT achieved symbol if appropriate.

Fix-It Time

Where a specific piece of feedback has been given to an individual pupil, the pupil should be given time (Fix-It Time), to read the written feedback the teacher has provided and respond to it. Every time a 'fix-it' appears in a child's book, there must be an opportunity to respond to it.

Where appropriate, opportunities are planned for staff to target gaps to prepare a child/children for the next lesson, eg a Teaching Assistant takes a group to pre teach some vocabulary, go over a misconception or a guided activity is planned specifically for a group. (see whole class or group marking)

Dialogue between Child and Teacher

Where the teacher has written a personal next step the child should, as part of their Fix-It Time, write a response to this, thereby forming a dialogue between the teacher and the child. The next step should be an observable task, ie "Please write 3 sentences and underline the adjectives" instead of "Next time, use more adjectives."

Expectation

As feedback is central to a child's progress, it is expected that a piece of work will be acknowledged before the start of the next lesson in that book if it is part of a series of lessons.

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, feedback strategies include:

- ❖ Verbal specific praise
- ❖ Stickers and stamps
- ❖ Written annotations, short and narrative observations (written)
- ❖ Child's voice/comment about the activity
- ❖ Annotation of work and photographs by staff
- ❖ Children beginning to annotate their own work and pictures
- ❖ Oral dialogue with children about their play, work or special books.
- ❖ Amount of support specified.

Monitoring and Evaluating this Policy

This policy will be monitored by teaching staff together at least annually and there will be several opportunities each year for subject leaders to monitor the children's books and speak to children. Senior leaders will monitor the effectiveness of this policy on a regular basis and feedback to staff.

Other Policies

This policy should be read in conjunction with the Assessment, Teaching and Learning, Equal Opportunities Policy and the subject policies. There are also a WTD on Assertive monitoring and WTD on whole class feedback. Staff must also be familiar with the EEF summary guidance on effective feedback,

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

adaptive teaching, <https://d2tic4wvo1iusb.cloudfront.net/documents/Understanding-Adaptive-Teaching-v11.pdf?v=1678363790>

the seven step model <https://educationendowmentfoundation.org.uk/news/eef-blog-modelling-independence-the-seven-step-model-planning-tool>

and use of scaffolding for support staff. <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/5-a-Day-Reflection-Tool-2023.pdf?v=1678364057>

Review

This policy was agreed by staff in light of workload policy reviews.

Reviewed June 2025

To be adopted by Governors at the 2025 Summer Term Full Governing Body Meeting

Next Review date June 2026

Appendix 1: KEY

Symbol/colours	This Means...
WA	WALT Achieved
WT	Working Towards- WALT only partly achieved (mainly used to support pupil self evaluation)
Green highlighting/ green pen	Success towards the WALT
Pink highlighting/ pink pen	Errors/ Next steps
Pink cloud/ pink comment	Pupil response needed
Purple pen	Pupil responds/ edits in this colour
√	Correct
.	Incorrect
S	Child has had support with this task. Staff will initial.
VF	Verbal feedback
G	Worked in an adult led group

I	Independent work (or may be left blank)
Sp	A spelling error needs correcting