The Good Shepherd Catholic Primary School

Following Jesus,
The Good Shepherd,
in all we say and do

Feedback Policy 2026 - 2027

OUR LADY IMMACULATE
CATHOLIC ACADEMIES TRUST

COMMITTEE: LAC
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Introduction

This policy outlines the purpose, nature and management of feedback to children's work at The Good Shepherd Catholic Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each class teacher's planning and enables the evaluation of current practice as well as pupil achievement.

Aims

The aim of the policy is to give a clear outline of all feedback techniques at The Good Shepherd Catholic Primary School, to ensure that assessment is used as a tool to;

- To develop a system of feedback which recognises achievement, but also provides information which will enable children to meet targets and progress to the next stage of development.
- To keep children informed about learning expectations, skills and knowledge which they need to improve attainment.
- To continue to develop a system to record achievement.
- To ensure that feedback is seen as a useful tool for evaluation of individual children's work by all members of staff.
- To promote the notion that pupils feel confident to take risks and see constructive criticism as a means of furthering their learning.
- To teach pupils to evaluate their own performance and begin to set individual achievable targets.
- Where appropriate, to ensure that learners evaluate their work within their peer group.
- To promote a positive approach to learning.

At The Good Shepherd, we believe the following to be contributory factors to ensure effective marking;

- Assessment of children's work is used to inform future planning.
- Wherever possible marking should be carried out alongside the child, with opportunities for adult and child to express and explain their thoughts.
- Marking provides positive and immediate feedback.
- Involvement of others within the child's community (e.g. parents, with the provision that this cannot always be done on completion of a particular task).
- Opportunities for children to RESPOND and act upon verbal or written comments and attend to these in future work.
- Learners are able to accept both praise and constructive criticism to develop their learning.
- Marking develops a positive approach to learning.

Response to feedback in practice

- Adults mark in **BLACK**. We actively encourage all adults to assume responsibility for providing written feedback to learners and to engage in discussion.
- Pupils comment on and edit their own work in PURPLE.
- Learning challenges/focuses/question are at the top of the page (KS2 onwards) under the date. The date is written on the left-hand side and underlined. An exception to this is CUSP subjects which includes Science, History, Geography, Art and Design and Design and Technology.

What can learners expect from feedback?

- ✓ For their books to be marked by an adult before the next lesson.
- ✓ To be given time to enable them to respond to suggestions given by an adult.
- ✓ To be asked to return to their work so that they can improve it.
- ✓ To be informed when they are doing well and to be advised when they are not through a range of strategies.
- ✓ To know what their next steps in learning are orally or written.
- ✓ To be asked to share excellent work with others.
- ✓ To feel proud of their achievements.
- ✓ To be informed of how well they have done on a formative assessment task.
- ✓ For feedback to be consistent across all recorded curriculum areas.
- ✓ For age related spellings, phonemes that have been taught and specific subject vocabulary to be corrected across all areas.

Assessment for further teaching

Using our Assessment system 'Insight' National Curriculum objectives are assessed using the following code;

Striving	Objective has been taught but not yet understood. Pupil is required to revisit previous objectives in a former year group to scaffold learning and is striving to achieve this objective. It is likely that adult support will be required.
Emerging	Entry level for a new objective where there is an emerging understanding of the knowledge, skills and concept but further practice and experience is required to consolidate and the wider application of this.
Competent	The pupil has consistently proven that they have understood the objective and is competent to use and apply within the context of the subject, Knowledge is retained over a period of time.
Proficient	The objective is clearly understood and there is proficient retention and application of skills and knowledge across a range of contexts. Where increasing precision, in skills and cumulative knowledge and connections are evident, it is accomplished.

Depending on the objective, the evidence may be different. For some objectives photographic evidence may be required. The teacher can upload this photo and add a comment if required.

Affirmation of work

Teacher affirmation of work	When a child has achieved the learning challenge/focus/question, the teacher will positively affirm the work by using a personalised stamp.
Pink through LC/title	When a child has not met the learning challenge/focus/question, the teacher will use a pink highlighter through the letters LC or title. If a child has not met the learning challenge the teacher gives feedback to the child either written or verbal. This will be recorded with VF (verbal feedback).
Verbal Feedback	If the teacher has given verbal feedback to the child or group the teacher will record this using VF under the learning challenge.

Pupils thinking about their work

Punctuation error p	R: Whole class record sheet Y1- Y4: Pink highlight in the margin with a p and pink underlined where the missing punctuation is. Y5 & Y6: Pink highlight in the margin with a p in it.
Spelling error	R: Whole class record sheet Y1 – Y4: Pink highlight in the margin with a sp and pink underlined where the incorrect spelt word is. Y5 & Y6: Pink highlight in the margin with a sp in it. On occasions, teachers will write the correct spelling for up to 3 words spelt incorrectly within a piece of writing for the child to practise.
//	Paragraph error – where the paragraph should start
I	Missing finger space – teacher will mark with a single line
^	Missing word – to show where the missing word should go

On occasions teachers may set specific targets for individual children to address their Writing needs, these may be recorded in the back of Writing books.

To deepen response, the teacher may wish to add a written comment for the learner.

Subject specific guidelines for feedback

Religious Education

Corrections to RE vocabulary, subject knowledge and content should be made. If RE is being taught in a cross curricular way and the intention is to support English and Maths objectives; then errors relating should be highlighted.

English

Reception – Indicate with a tick which letters in the work are correct and use phonemic boxes to enable the learner to attempt to find the missing letters. If the teacher wishes to correct the whole word, write it above the child's written word.

Year 1 to Year 6 – Suggestions, corrections, individual comments or targets can be recorded under to next to the work. Children can also use this space to attempt unfamiliar spellings, sentence construction etc. For children at the emergent stage of writing, indicate positively that they have spelt a word (or part of a word) correctly by putting a small tick above the correct letters.

Unless the work is being displayed, not every spelling needs to be corrected, teachers should use their discretion based on their knowledge of the child, what has already been taught, the standards expected for their age and subject specific vocabulary. Written comments should positively reinforce learning behaviours and set clear targets (steps) for improvement.

Oracy and Language Development- opportunities will be provided for children to develop their thought process through a range of talk activities. The Language Framework on INSIGHT provides a basis for this and will support the assessment of it.

Maths

EYFS – Three prime areas. Communication and language, physical and development and personal, social and emotional development.

Reception – Floor books are used in Reception which captures the learning from the classroom and the continuous provision. Children are given plenty of opportunity to show their learning in different ways through play or communication. Misconceptions are addressed by adults and are addressed either in small groups or as individually depending on the context.

Year 1 to Year 6 – Children are given an independent task sheet to complete, sometimes answers can be written on the sheets but all jottings and workings out will be alongside or below the question/sheet. Some children will have their independent work scaffolded for them this can be pre-filled with some answers, multiple choice answers or some steps on how to solve the problem. These sheets will contain a letter S in a circle on the top of the sheet.

Correct answers should be given a tick or highlighted green.

Incorrect answers should be marked with a small pink highlight. Children should correct their work next to the incorrect answer in purple pen. The teacher may model if necessary and the child needs to correct. Corrections should also be made using a purple pen.

Number formation should be corrected and all numbers should be legible.

Spelling errors for mathematical vocabulary/stem sentences should be corrected.

Oracy and Language Development- Children should speak in full sentences and will explain and reason using mathematical vocabulary. When children do not use mathematical language they are encouraged to say it again but improved. There is a lot of opportunity in lessons to use STEM sentences to enable more oracy and language development.

Science/History/Geography
Corrections to subject specific vocabulary, numerical errors and scientific knowledge should be made. The quality of reflection and presentation should be the same as for Religious Education,

English and mathematics. Attention should be given to the organisation and layout of free recorded work and the use of graphs and charts.

Art/Music/PE/DT/PSHE
Constructive and encouraging verbal comments, annotate plans.

Comment on Pupil Evaluations.

Subject specific vocabulary and processes should be attended to.

How can we achieve effective feedback?

Adults mark in BLACK pen; the children check their work in PURPLE pen.

Children are encouraged to use their response to marking to edit and improve their recorded work. The concise sequencing of the CUSP Curriculum will ensure that there are clear criteria for both the adults and the children to assess their achievement against and provide clear next steps. Those should not just be reliant on marking work at the end of a session and will include the use of live marking, peer marking and discussion.

To achieve effective marking staff will;

- ✓ Mark/conference with children present whenever possible and identify clear agreed next steps.
- ✓ Comment (verbal/written) positively and constructively and be understood by the children.
- ✓ Keep marking up to date.
- ✓ Give children opportunities to act on the comments made and refer back to the teacher if a comment is written in the child's absence.

How can we secure consistency in feedback?

To secure the consistency of achievement (pupil progress) a marking scrutiny should be conducted. If a child is absent during a lesson the teacher/child records the date and the word absent e.g.

Absent – 11.05.24

Working with TA – 11.05.24