



Corpus Christi Catholic Primary School

Pupil Feedback Policy

Joyfully, unique in Jesus's family, we learn to use our special gifts to love, serve and make the world a better place.

Pupil Feedback Policy			
Approval	Board of Governors	Chair	Anna Murphy-Sullivan
Headteacher	Simon Lennon	Signature	Simon Lennon
Date of last review	June 2019	Date of review	June 2024
Date of next review	June 2026	Maintenance	SSD Committee

In exceptional circumstances this policy may be subject to change in accordance with the school's risk assessment (approved by SLT and Governors) which will override current policy guidelines.

*A wise man will hear and increase in learning,
And a man of understanding will acquire wise counsel
Proverbs 1:5*

Rationale

Feedback is an integral part of the teaching & learning cycle, and we aim to maximise the effectiveness of its use in practice. We are mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the [Education Endowment Foundation](#) (EEF) and other expert organisations. Education Endowment Foundation research shows that effective feedback should:

Redirect or refocus either the teacher's or the learner's actions to achieve a goal

Be specific, accurate and clear

Encourage and support further effort

Be given sparingly so that it is meaningful

Put the onus on students to correct their own mistakes, rather than providing correct answers for them

Alert the teacher to misconceptions or gaps in understanding, so that the teacher can address these in subsequent lessons.

Notably, the [Department for Education's research into teacher workload](#) has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **Meaningful, manageable and motivating**. We have also taken note of the advice provided by the National Centre for Excellence in Teaching Mathematics ([NCETM](#)) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core a number of principles:

- The focus of feedback is to further children's learning.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Children should receive verbal feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
- Written comments can be used where the teacher deems necessary, e.g. be used for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning. In addition, teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback in Practice:

In order for feedback to have the highest impact on learners, we use a range of effective strategies. They can be categorised into:

1. Immediate: The feedback is given within the lesson, during the learning.
2. Summary: The feedback is given at the end of a session or task.
3. Review: The feedback is given as a result of a review after the lesson. This will usually be at the beginning of the next lesson.

Below is a list of effective feedback strategies that can be used. Teachers are expected to use a range of these strategies and to match the strategy to the needs of the class or individual pupil.

	Strategies	Evidence
Immediate	<ul style="list-style-type: none"> ● Teacher gathers feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. ● Takes place in lessons with individuals or small groups ● Often given verbally to pupils for immediate action ● May involve use of a teaching assistant to provide support of further challenge ● May redirect the focus of teaching or the task 	Learning walks Lesson visits Children’s work
Summary	<ul style="list-style-type: none"> ● Takes place at the end of a lesson or activity ● Often involves whole groups or classes ● Provides an opportunity for evaluation of learning in the lesson ● May take form of self or peer- assessment against an agreed set of criteria ● May take the form of a quiz, test or score on a game ● May take the form of an oral presentation or debate ● May guide a teacher’s further use of review feedback, focusing on areas of need 	Learning walks Lesson visits Books Intervention timetables/ visits

Review	<p>Feedback books: Notes are made on strengths, common misconceptions and specific needs, and presentation of work. This informs planning/ next steps.</p> <p>Next steps might include:</p> <p>Pre-teaching: A small group or individuals access some learning prior to the lesson to ensure they can access new concepts.</p> <p>Corrective teaching: A small group or individual has an additional session after the lesson where they need additional support to achieve the learning intention.</p> <p>Whole class or group editing sessions: Focus on editing and improving work. Teachers model this using the visualiser to share good examples and identify common misconceptions or gaps in understanding.</p> <p>Purple pen of progress: Children proof-read, edit or redraft a section of work based on feedback.</p>	<p>Marking and feedback books</p> <p>Lesson visits</p> <p>Children's work</p> <p>Use of purple pen</p>
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Feedback Books: Teachers will look at pupils' work soon after the previous lesson and use their feedback book to identify the following areas:

- work to praise and share
- learning misconceptions and steps for the next lesson
- presentation (date, title, handwriting, overall presentation)

Assessment

In our school assessment is used for diagnostic purposes and should be a priority for all classroom teachers.

Assessment must be efficient, effective and without bias and while recognising that this is a challenge.

Assessment when used correctly can be a powerful learning tool.

The data generated should help diagnose the learning and inform future lesson planning.

The assessment must generate data which can be interpreted and drawn on.

When we look at assessments before the children do the assessments teachers should consider the purpose of this assessment.

The qualities of a good assessment are that they are valid and reliable and without bias.

Year 1, 3, 4 and 5 will use test papers in Autumn term 2 and Summer term 1. These will be carried out in class and will support the teacher's judgements when inputting data on Insight Pupil Tracking.

Year R will complete the Reception Baseline in the first six weeks of attending our school.

Year 6 will take past SATs paper in Autumn 1 and again in Spring 1.