



St Edward's  
Church of England  
Academy

# Encouragement and Recognition Policy

Approved by Governors:

Non Statutory Policy

RECOGNISE • ENCOURAGE • STRIVE • PREPARE • EMPATHISE • CHRISTIAN • TEAMWORK



St Edward's  
Church of England  
Academy

## Table of Contents

<b>The Vision for Education within a Church of England Academy .....</b>	<b>3</b>
<b>St Edward's Church of England Academy Ethos and Values.....</b>	<b>4</b>
<b>Encouragement and Recognition policy .....</b>	<b>5</b>
<b>Principles of Feedback .....</b>	<b>6</b>
<b>Summative Assessment .....</b>	<b>7</b>
<b>Appendix 1 .....</b>	<b>9</b>



St Edward's  
Church of England  
Academy

## The Vision for Education within a Church of England Academy

There are fundamental reasons, rooted in the Bible, which have motivated centuries of Christian involvement in schooling in this country and around the world. The God of all creation is concerned with everything related to education.

There is a fresh articulation of the Church of England's vision for education as we meet the challenges and take the opportunities offered by the present situation. It is not simply for Church schools but, recognising the Church of England's involvement in education over many centuries, seeks to promote educational excellence everywhere, for everyone. In Church schools like St Edward's Church of England Academy, the deeply Christian foundation for this vision will be seen explicitly in teaching and learning both in RE and across the curriculum, and also in the authentically Christian worship and ethos. The Church's vision for education can be expressed and promoted as one of human flourishing that inspires what the school is and does.

The vision is deeply Christian, with the promise by Jesus of 'life in all its fullness' at its heart. This vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but set them in a wider framework. This is worked out theologically and educationally through four basic elements which permeate our vision for education:

- Wisdom
- Hope
- Community
- Dignity

The vision, in line with the Church of England's role as the established Church, is for the common good of the whole human community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings. It invites collaboration, alliances, negotiation of differences, and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy, together with a healthily plural educational system.



St Edward's  
Church of England  
Academy

## St Edward's Church of England Academy Ethos and Values

The ethos and values of St Edward's Church of England Academy are based on the teachings of Jesus Christ and underpin everything that we are and do, which is encompassed in the word 'RESPECT'.

Each letter links to the Academy motto – *Learn for Life*

### ***'Learn for Life'***

- **R**ecognise and **E**ncourage - everyone's potential, individual skills and talents
- **S**trive to be the best we can be
- **P**repare for the challenges of life
- **E**mpathise - promoting the values of respect, kindness, compassion, fairness, forgiveness, love, honesty and trust
- **C**hristian – a community where we learn from the teachings of Jesus so that we can contribute to the family of St Edward's and beyond
- **T**eamwork – an environment where we work together so we can all achieve our potential



St Edward's  
Church of England  
Academy

## Policy

### Purpose

At St Edward's Church of England Academy, our ethos is one of RESPECT where we recognise and encourage everyone's potential, individual skills and talents. Therefore the purpose of this policy is to encourage a dialogue between pupils and staff that leads to pupils improving their outcomes.

Its aim is to:

- establish a consistent approach to feedback
- ensure feedback is timely and used to inform next steps in **planning** and **learning**
- encourage pupils to reflect on their performance
- allow pupils to make amendments to work in order to improve and extend their skills
- ensure feedback is encouraging and supports continuous improvements for all pupils in every subject
- encourage a culture of success, achieved by building on previous performance

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

- redirect or refocus teacher or learners' actions to achieve a goal
- be regular
- be specific, accurate and clear
- encourage and support further effort
- be sparing so that it is meaningful
- give advice regarding how to improve, rather than simply identifying errors

Pupils can only improve their work if they are clear about what they have to do to improve and have the opportunity to make these improvements. Therefore, any feedback they receive should support them to reflect on what they have done well and help them determine what they need to do to make progress further. They then need an opportunity to respond to the feedback.

As pupils move within departments and across Faculties, a consistent approach in the way feedback is provided will support them in knowing how to respond.



## **Principles of Feedback**

- The sole focus of feedback and marking should be to further pupils learning
- Evidence of feedback and marking is incidental to the process. When reviewing and evaluating written feedback, the focus should be on the impact that feedback has on pupils' learning and progress
- Written comments should be used when they are accessible to pupils and / or encourage the learner
- Feedback delivered at the time of the learning, or soon after, is most effective. Therefore immediate in class feedback is preferable. This may include individual feedback in lessons, follow up tasks or lessons adapted based on reviews of work
- Feedback should be a dialogue between teachers and pupils
- Feedback should be connected to the success criteria
- Success criteria should be clear and specific
- Feedback is diagnostic: it helps pupils to improve their work and provides them with the next steps in their learning so they make progress. Pupils are provided with the opportunity to enable them to improve and extend their learning by responding to feedback
- Feedback on presentation should refer to the standards set out on the cover of pupils' exercise books and feedback given if their work falls below the expected standard
- Learner confidence is increased by capturing where and how they are making progress in their learning
- Effort should be rewarded by use of merits in line with the Academy's Behaviour For Learning Policy or through verbal feedback in lessons
- 'Reflection for Perfection'(RFP), helps pupils to recognise that seeking help and acting on feedback is an essential part of learning
- Where appropriate, feedback provides opportunities for peer and self- assessment. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete tasks to the highest standard
- Feedback is part of the Academy's wider assessment process. Please see Academy's Assessment Policy

**All marking and feedback should be meaningful, manageable and motivating**



## Summative Assessment

Throughout the Academic year there are 5 'Progress Checks'. This is based on seven weeks curriculum time, with time for assessing pupil progress built in. This is followed by Faculty moderation meetings to verify the Age Related Expectations awarded to pupils. Teachers use the learning demonstrated during the teaching block to reach a judgement. From the assessment outcomes, teachers use the information gathered to inform planning and any necessary interventions.

- Within each assessment block, there should also be at least one piece of work marked and recorded by the teacher for summative assessment as part of the schools' assessment calendar. Pupils should be aware of the ARE they achieve and this should be recorded by the pupil in the grid at the front of their book or folder
- When completing assessment tasks, a success criteria should be shared with pupils before they begin. This should be in pupil friendly language and should be differentiated so that all pupils understand how to reach their target (e.g. secure) Pupils should also be given the opportunity to refer to their previous 'RFP' to identify any areas for improvement that they could add to their success criteria
- Middle leaders and teachers should have a clear rationale and strategy for which pieces of work, tasks, tests or home learning are best suited to formative teacher marking. These are referenced in SOL
- Teachers use the success criteria to highlight what went well. There is no need to write out the WWW statements as they are clearly identified by the success criteria
- 'Even Better If' (EBI) **comment**: this is a **subject specific** comment, written in the future tense, that furthers learning and/or addresses misconceptions. It should support continuous improvement. The EBI comment can ask pupils to revisit a task that has been previously completed, or be built in to the next lesson's task. It could be a question, a paragraph to up level or challenge question. This should be concise and focused on improvement, recognition and encouragement
- As soon as practicable, lesson time should be allocated for 'RFP' where pupils to respond to the EBI task, as well as correct the literacy errors that have been identified by the teacher
- Teachers may use other techniques to give pupils feedback e.g. stickers, comment stamps, smiley faces
- Pupil responses should be in green pen. Teachers mark in purple pen



## **Marking for Literacy**

- All teachers/subjects have a responsibility for the development of pupils' literacy skills so that they are confident and competent in speaking, listening, and reading and writing
- Where errors are numerous, teachers should use their professional judgement to identify which errors are most appropriate to identify using the 'Marking for Literacy' codes. These will generally be subject specific or high frequency words
- Pupils are given the time to correct the errors identified by their teacher
- Where a spelling error is made, the correct spelling should be written on the work or, dependent on the ability or subject, pupils should use a dictionary to find the correct spelling

P	Punctuation error
SP	Spelling
//	new paragraph
CL	capital letter error

## **Evaluation and Monitoring**

As part of the evaluation and monitoring cycle, this policy will be evaluated to ensure: it does not make unreasonable demands on any particular members of staff; the cost and time effectiveness of marking in relation to the overall workload of teachers and its effectiveness and impact on pupil learning is measured.

This Policy has been written in conjunction with teaching staff and learners.



## Appendix 1:

### Implementing the Principles of Feedback – Good Practice

**Immediate feedback** - at the point of teaching

**Formative feedback** - at the end of the lesson / series of lessons

**Summative feedback** - written comments after assessment

Type	What it looks like	Evidence (for observers)
Immediate feedback	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini white boards, books, on screen, practical activities</li> <li>• Takes place in lessons</li> <li>• Often given verbally to pupils for immediate action</li> <li>• Teaching Assistants should be used to give feedback</li> <li>• Pupils give feedback to teacher, reflecting on their effort and level of confidence to inform planning</li> <li>• Redirects the focus of the teaching</li> <li>• Include highlighting or annotations where pupils met success criteria and literacy marking against literacy codes</li> </ul>	<ul style="list-style-type: none"> <li>• Learning obs / book trawls</li> <li>• Evidence of annotation / use of marking codes / highlighting</li> <li>• Smiley faces used to inform teachers of level of pupil confidence in a topic</li> <li>• Improvements evident in books, either through editing or further work, corrections, uplevelling, improving explanations - identified in books as 'Reflection for Perfection' or 'RFP'</li> </ul>
Formative feedback	<ul style="list-style-type: none"> <li>• Takes place at the end of the lesson or series of lessons</li> <li>• All written work acknowledged (ticks, merits)</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• Self or peer assessment against success criteria</li> <li>• Written feedback given, based on area of need</li> </ul>	<ul style="list-style-type: none"> <li>• Learning obs / book trawls</li> <li>• Adaptations to teaching sequences when compared to planning</li> <li>• Evidence of self and peer assessment</li> <li>• Reflected in selected, focused feedback (target marking)</li> <li>• Evidence of 'RFP', feedback sheets in books</li> </ul>



	<ul style="list-style-type: none"> <li>• Include highlighting or annotations where pupils met success criteria and literacy marking against literacy codes</li> <li>• Learning Overviews (LO) - pupils and teacher monitor progress against success criteria weekly or after a series of lessons. Sheets in exercise books at start of Progress Check</li> </ul>	<ul style="list-style-type: none"> <li>• LO in all pupil books, annotated by pupils and teachers. Info used to adapt planning</li> </ul>
Summative Feedback	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• Written comments (using Even Better If), annotations for pupils to respond to against success criteria</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptations of tasks</li> <li>• Leads to pupils up levelling, making corrections or future targets being set</li> <li>• Includes feedback against success criteria</li> <li>• Pupils learning assessed in line with Assessment Policy Age Related Expectations during 5 calendared progress checks over the academic year - at least once per progress check</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Written comments and appropriate responses or actions</li> <li>• Spelling or grammar corrections</li> <li>• Adaptations to teaching sequences when compared to planning</li> <li>• Evidence of 'RFP'</li> <li>• Feedback against success criteria</li> <li>• Pupils work marked against ARE (entering, developing, secure, mastery)</li> </ul>

### Subject specific strategies

Maths	Feedback will: Identify errors and misconceptions as well as conceptual and procedural fluency Help pupils identify mistakes in their work
Computing	Review sheets - what I learnt / how I can prove it verbal feedback to screen marking
Creative Studies	Verbal feedback - stop and start as required



St Edward's  
Church of England  
Academy

Music	Feedback sheets for performances
PE	Video of performance
MFL	Listening and Reading tasks may be marked numerically. Speaking work is generally verbal feedback. Written feedback with success criteria with ebi identified

**Policies that are referred to within or should be read in conjunction with this policy are:**

- **Teaching and Learning Policy**
- **Behaviour for Learning Policy**
- **Assessment Policy**