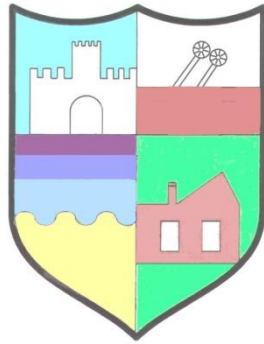# Ellington Primary School

Responding to Learning
Feedback Policy
2021

Feedback Policy

Rationale

"The most powerful single influence enhancing achievement is feedback"
John Hattie (Visible Learning 2009)

- *Research tells us that quality feedback to children (from teachers, teaching assistants and other children) and to teachers (from children, teaching assistants and other teachers) is a key factor in improving learning and raising achievement.*
- *Feedback can be verbal or written, but research shows that verbal feedback is much more effective than written feedback. (Black & Wiliam – Inside the Black Box, 1998)*
- *Feedback is most effective when it is provided during a task or piece of work, not after it.*
- *The best feedback comes from quality dialogue between children and teachers, enabling reflective learning in a collaborative classroom climate.*
- *Children with a Growth Mindset will value feedback as a key factor in improving their performance.*
- *Expert teachers constantly look for feedback from children and other teachers to help them improve learning in the classroom.*

We believe feedback and marking should promote constructive feedback to every child, focussing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

This policy recognises the significant time that written feedback can take and therefore seeks to make the most effective use of teacher and support staff time. In order to do this, it incorporates the findings of the Independent Teacher Workload Review Group and the EEF Marking Review in 2016.

Aims

1. To provide an ongoing dialogue between teacher and children which tracks children's progress, gives clear and appropriate feedback about strengths and areas for development
2. To enable children to have the necessary confidence and skills to be able to review their own work against learning objectives and success criteria
3. To know how to correct or improve a piece of work against success criteria
4. To support children in identifying their next steps in learning
5. To check for standards in children's learning against agreed expectations
6. To support and challenge both low achieving children and those who are more gifted or talented

7. To have a clear picture of where children are in their learning and where they need to go next
8. To use knowledge of where children are in their learning to inform planning
9. To involve and inform parents more directly in reviewing and supporting their child's progress

	What it might look like
Immediate	*Takes place within lessons as part of teaching.* ➢ Includes teacher gathering feedback from verbal responses, mini whiteboards, book work, etc ➢ Takes place in lessons with individuals, small groups or the whole class ➢ Is given verbally so that the impact can be immediate ➢ May involve using modelling ➢ May be given by teaching assistants, other adults or peers ➢ May involve further support, challenge or a change of task ➢ May re-direct the focus of teaching or the task ➢ Visualiser stops
Summary	*Takes place at the end of a lesson or activity* ➢ Provides an opportunity for evaluation of learning in the lesson ➢ May take the form of self- or peer- assessment against an agreed set of success criteria or knowledge organizer ➢ In some cases, may guide a teacher's further use of distance feedback, focusing on areas of need or particular interests
Distance	*Takes place away from the point of teaching* ➢ Provides teachers with opportunities for assessment of understanding ➢ Adaptation of future lessons through planning, grouping or adaptation of tasks – teachers may group books into different piles to identify where 'group feedback' is required in the next session ➢ The use of teachers' feedback books to organise feedback and support their teaching within the next lessons

Types of feedback

Method 1 – Whole-class verbal feedback (Distance)

Step 1 - The teachers collects in and reads all pupils' work, noting down common misconceptions, common SPAG errors, main areas to improve, main things pupils are doing well and any good examples of work to share with the class. This will be a whole-class verbal feedback book.


Step 2 – In the next lesson the teacher shares this information with the class. This could be through a PowerPoint slide, typed notes or by sharing your written notes. You should also share examples of good work through a visualiser, to show pupils how to improve their own work. Pupils should then improve their work.
See appendixes for school proformas.

Method 2 – Modelling (Immediate)

- This gives feedback and guidance before writing/a task takes place.
- Use the 'I-we-you' approach – the class de-construct a model answer discussing what makes it a high quality answer, the teacher writes a live model, the pupils complete a partially-completed example, the pupil then completes the task independently.

- This could be done using a modelling booklet like the example (from Greg Thornton at www.mrthorntonteach.com)
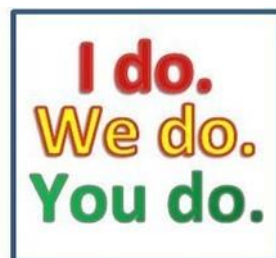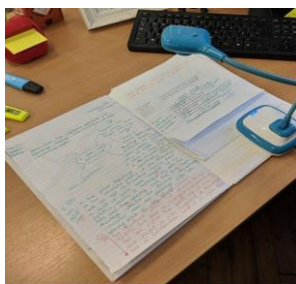
Method 3 – Live whole-class feedback (Immediate)

Use a visualiser to review a model answer or a pupil's work as a class.
Identify good elements and areas to improve.
Pupils should then use this to improve their own work.

Method 4 – Live individual feedback (Immediate)

- As pupils complete work, the teacher views individual work (use your visualizer to do this), and points out strong elements, recommends an improvement or highlights an error. Pupils then improve their work immediately.
- This is best used when pupils are completing extended pieces of writing as you will have more time to sample the work of more pupils.

Method 5 – Feedback on knowledge checks (Summary)

- Knowledge checks completed in lessons or for homework should be self-marked as this improves their memory of the correct answer in the future (this is known as the hyper- correction effect).
- This can be achieved through a class discussion of answers, through providing the correct answers to pupil or through pupils self-checking using their notes or knowledge organiser.

Method 6 – Self-assessment (Summary)

- This includes self-assessment of a paragraph using criteria and/or keyword checklists. This should then be used to improve work.
- This helps to develop the ability to improve their own work and understand assessment criteria.

Ellington Primary School Self-Assessment	
Success criteria	Does my work include this?
•	
•	
•	
•	
•	

See appendixes for school self-assessment proformas.

Method 7 - Peer Assessment (Summary)

See appendixes for school peer assessment proformas.

Peer assessment provides a structured learning process for pupils to critique and provide feedback to each other on their work. It helps pupils develop lifelong skills in assessing and providing feedback to others, whilst also equipping them with skills to self-assess and improve their own work.

Method 8 – Written marking (Distance)

See appendixes for marking codes

- In writing, positive aspects of work will be annotated in the margin. One pink (next step) to promote learning will be identified through written feedback in a piece of extended writing, which is directly related to that specific piece of work to move learning on. Not every piece of work will have a next step. When it does, it will involve an action for the children to carry out during response time. Actions will be checked by an adult for accuracy.
- Positives to be double ticked in the margin to identify good features in pupil's work.
- Learning objectives will be highlighted green when met.
- Marking will be appropriate to the age and ability of the child and will vary across year groups and key stages.
- A maximum of three spellings will be identified for pupils to practice.

Method 9 – Quality marking (Distance)

See appendixes for closing the gap comment examples.

Steps noted in Method 8 will also be followed when quality marking work. However, in depth highlighting of positives should be clear and linked to the learning objective/success criteria. More than one next step should be identified, and children must have extended time to respond. All pieces of extended writing will be quality marked and at least one extended piece of writing in a foundation subject should be quality marked per half term.

<u>Feedback Subject Expectations</u>

<u>English Books</u>
All extending writing/final pieces/published work will be quality marked. Whole class feedback sheet used at least once a week in English books, along with a range of other feedback methods.

<u>Maths Books</u>
No quality marking required and methods such as peer marking, whole class marking, self-marking as previously detailed. Only written marking required for problem solving using closing the gap comments.

<u>Other Curriculum Areas</u>
A range of marking strategies should be used in line with the guidance above. Verbal feedback, whole class feedback sheets, self-assessment, quality written marking and peer assessment should all be used regularly across the school.

<u>Monitoring and Evaluation</u>

The Senior Leadership Team will review work from each class to monitor the implementation and impact of learning arising from this policy. All staff will be consulted on the effectiveness of these procedures. Opportunities will be given for all staff to share their systems and practices in relations to learning. This will be through regular feedback in staff meeting and INSET sessions.

<u>Criteria for Monitoring Verbal Feedback</u>

➢ Children understand what we mean by verbal feedback
➢ Children understand and can explain why verbal feedback is important
➢ Children value feedback and believe that it helps them improve their work
➢ Children are used to collaborating with others to improve their work

<u>Criteria for Monitoring Written Work and Responses to Learning</u>

➢ It is legible and presented with a concern for layout and appearance
➢ It is easy for the reader to follow
➢ Pupils make progress. There is improvement by the same pupil over a period of time e.g. the work they do now is better than the work they did last week
➢ In the shorter term, pupils can redraft work so that it is more effective and not only more technically correct

- ➢ The work is well organised
- ➢ The work is checked and marked regularly
- ➢ Marking is consistent and related to learning objectives and success criteria
- ➢ Comments are encouraging and challenging
- ➢ Pupils are told what progress they are making

Special Educational Needs

- ➢ All children's work will be responded to, assessed and progress monitored
- ➢ Children will receive verbal and written feedback in accordance with their ability
- ➢ Children will be able to recognise their successes and know how to look for improvements in their own work
- ➢ They will be given time to act upon their improvements

Gifted and Talented

- ➢ All children's work will be responded to, assessed and progress will be monitored
- ➢ Staff will ensure that children are appropriately challenge through effective dialogue, questioning, planning and suitability of activity
- ➢ Children will be actively encouraged to assess their progress and support their own future learning, as well as others

Equal Opportunities
This Responding to Learning policy encourages the practise of inclusion for all.

Marking Code and Guidelines

EYFS
Feedback in EYFS should be verbal and instant. Children will be verbally told what they have done well and will be encouraged to extend their thinking through effective questioning. Work in English and Maths books will be annotated by the teacher and will use the same system in KS1 so the children are given instant feedback to which they can relate. In addition to the codes used in KS1, the following may be used.

HS   - high support
MS   - medium support
LS   - low support

Book Codes

SW	- supported work (adult to initial)	**IW**	- independent work
GF	- group feedback (adult to initial)	**WCF**	- whole class feedback
Supply	- when class teacher is out	**VF**	- verbal feedback
VS	- visualiser stop	**PI**	- peer improvement

Additional Whole School Guidelines

Learning Objective
This must be skills based and separate from the context
e.g.;   to write a character description
          to use adverbs
          to solve word problems

The LO should not be an 'I can..' statement as this is an outcome

Success Criteria
The success criteria for the lesson must be shared with children in order for them to understand how to succeed.
It should be clearly seen in <u>at least</u> one of these ways:
- Displayed on the board
- In children's books as a checklist to support their learning
- On planning
- Created with the children during the lesson if appropriate

If children make a mistake in their work, they should use brackets and a small cross to identify this.

Examples of marking comments

Closing the gap comments
These comments are intended to move children's learning forward and should be used when marking a piece of work in detail. Some examples of these are:

- Write a sentence which uses an adverbial phrase.
- Which adjective best describes the monster; scary or ferocious? Why?
- Which other word could you use instead of……?
- Write this sentence again. Start it with an adverbial of time.
- Circle where you need a capital letter in this sentence.
- Write this again using finger spaces.
- Which number comes next in the sequence?   2,4,_
- How many 20s are there in 400? Explain how you know…
- 46 is a multiple of 5. Is this correct? Explain…
- I'm thinking of a shape………..
- How can I use 3x12 to work out 3x1.2?

Subject:	Date:	Learning Objective:

Whole class Feedback

Work to Celebrate:	Common Misconceptions:

Pupil Information

Children needing more support:	Other Observations:

Next Steps:	Spellings/Vocabulary

<u>Self-Assessment proformas</u>

Ellington Primary School Self-Assessment	
Success criteria	Does my work include this?
•	
•	
•	
•	
•	

<u>Exit slips</u>

To exit this lesson, complete the following:

Is this animal a vertebrate or an invertebrate? Explain your answer.

_____

_____

_____

Peer Improvement proformas

	Ellington Primary School **Peer Improvement Year 6**	

LO:

Name: Partner's Name:

Three things which we agree are really good about this piece of work.
-
-
-

One thing we agree could be improved.
-

We think this work:

Is beginning to show aspects of Y6 work
Is at Y6 level

	Ellington Primary School **Peer Improvement Year 5**	

LO:

Name: Partner's Name:

Three things which we agree are really good about this piece of work.
-
-
-

One thing we agree could be improved.
-

We think this work:

Is beginning to show aspects of Y5 work
Is at Y5 level

Ellington Primary School
Peer Improvement Year 4

LO:

Name: Partner's Name:

Three things which we agree are really good about this piece of work.
-
-
-

One thing we agree could be improved.
-

We think this work:

Is beginning to show aspects of Y4 work
Is at Y4 level

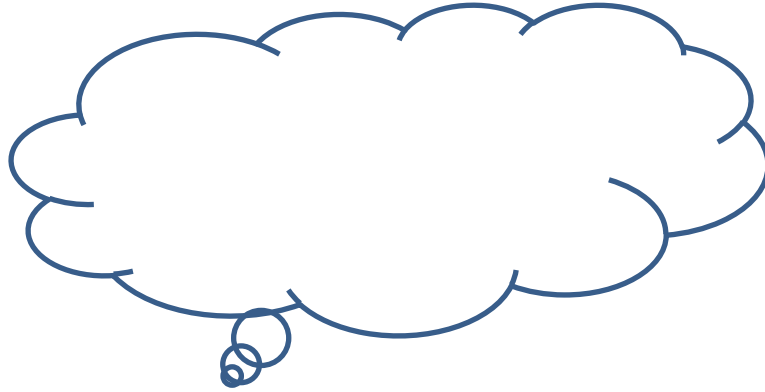---

Ellington Primary School
Peer Improvement Year 3

LO:

Name: Partner's Name:

Two things which we agree are really good about this piece of work.
-
-

One thing we agree could be improved.
-

We think this work:

Is beginning to show aspects of Y3 work

Is at Y3 level

	Ellington Primary School	
	Peer Improvement Year 2	

LO:

Name: Partner's Name:

Go Green

Think Pink

	Ellington Primary School **Peer Improvement Year 1**	

LO:

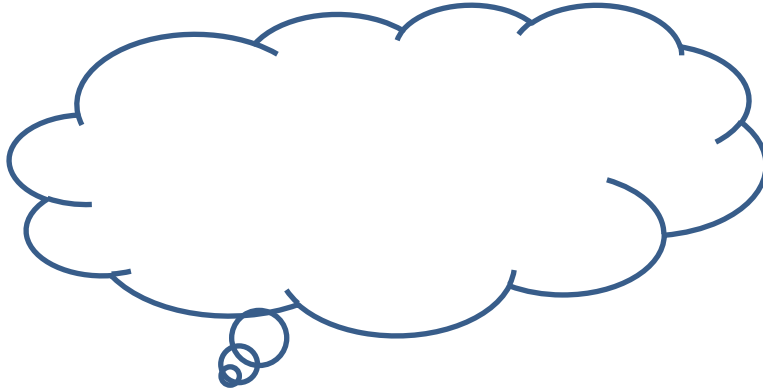Name: Partner's Name:

Go Green

Think Pink