

## Feedback for learning Policy

This policy is based on the 6 recommendations of the EEF Guide 'Teacher Feedback to improve Pupil Learning'

1. Lay the foundations for effective feedback
2. Deliver appropriately timed feedback that focuses on moving learning forward
3. Plan for how pupils will receive and use feedback
4. Carefully consider how to use purposeful, and time-efficient, written feedback
5. Carefully consider how to use purposeful verbal feedback
6. Design a school feedback policy that prioritises and exemplifies the principles of effective feedback.

'The important point is that the feedback is focused, is more work for the recipient than the donor, and causes thinking rather than an emotional reaction'

William, 2018

Assessment should be used to maximise pupils learning by providing them with an opportunity to respond to feedback about the assessment and improve.

At Ashbury Meadow we will ensure that pupils get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and apprise them of what they need to do next to improve. Feedforward will support the planning of adaptive teaching.

William notes:

'the only thing that matters with feedback is what learners do with it. If learners have no interest in improvement then no matter how thoughtful and insightful the feedback is, the time that teachers spend on crafting the feedback is likely to be wasted. For feedback to be effective we need to create classrooms where students welcome and use feedback.'

At Ashbury Meadow we do this by developing resilience through our Nurture School work and implementing and monitoring the effects of school policies to create an environment for pupils and colleagues where everyone feels welcome, safe, and able to learn from mistakes. It is also important that teachers frame all feedback positively, so pupils are motivated to engage and respond to it.

High-quality feedback can be written or verbal; it should be accurate and clear, encourage further effort and provide specific guidance on how to improve.

Over time, feedback should support pupils to monitor and regulate their own learning to enable them to progress.

Senior leaders and curriculum leaders will regularly look at books to uphold a high standard of presentation and to maintain our high expectations for pupil progress across the school and ensure that our policy is supporting progress and is being used consistently across the school.

## Pupil voice

A range of pupils will be interviewed by SLT or Curriculum Leaders to gather their views. Pupils will be expected to bring their books along so that they can talk through their experiences, the progress they are making and how the quality of feedback supports learning.

## Feedup

### Hattie and Timperley (2007) note:

Feed up is about the student's understanding of the learning goal. *"When goals have appropriate challenge and teachers and students are committed to these goals, a clearer understanding of the criteria for success is likely to be shared."*

All lessons should start with a clear learning intention and pupils should understand the success criteria needed to achieve this.

## Feedback

At the end of the lesson pupils should be given time to assess their progress to achieving this, and note their self-assessment numerically as

1. I have confidently met my Learning Intention (LI)
2. I am on track to meeting my LI
3. I need a next step to help me reach my LI

The number should be written by the LI

When staff assess progress towards the LI they should use pink pen

Triangle: You have confidently met your Learning Intention (LI)

1. Two sides of triangle: You are on track to meeting your LI
2. One side of triangle: You need a next step to help you reach your LI

The triangle should be written by the LI

**The choice of feedback and next steps is dependent on a teacher's professional judgement and selected to suit the task being assessed. This will vary with the subject being taught and the stage of the pupil.**

## EYFS feedback

In EYFS feedback is given verbally with a focus on being specific so that children are aware of exactly what they are doing well or what they need to do to improve i.e. their next steps. Modelling is often used alongside feedback to support children's understanding of what a good one looks like and how they can achieve a desirable outcome. In some instances pink highlighter/pen is used to indicate an error and children are given the opportunity to respond and correct this. If and when Tapestry is used to record a child's learning experience next steps are provided so that parents are aware of how they can support their child's progress. Simultaneously when evidence is posted on behalf of the child from the parent/carer when appropriate constructive feedback may be given.

## **Year 1-6 feedback**

### **In the moment feedback**

The majority of feedback, whether verbal or written should be given in the lesson. In order to do this teachers need to plan in advance how pupils will receive and use feedback. Consideration needs to be taken of:

- 1.Context: Whole class, group or individual feedback
- 2.What type of feedback.
- 3.When in the lesson to give feedback and how pupils should respond
- 4.Desired impact.
5. Adapting feedback to meet the cognitive needs of pupils, to prevent cognitive load.

### **Purposeful and time efficient summative written feedback.**

Throughout a writing unit formative assessment is used to support progress, leading to the production of a final piece of writing.

This is used to assess attainment in writing. This is moderated termly. Independent work is assessed using the EY2P writing booklet for EYFS and pupils not accessing the National Curriculum, Yr 2 and 6 DfE moderated examples and our own writing tracker and moderated examples of writing. This also informs individual and class next steps. Through our Talk 4 Write literacy scheme, pupils produce two pieces of writing per half term, one at the end of each unit of work.

At each point, half the books will receive written feedback using marking codes, evidence from this will inform the pupils' writing trackers.

The other half of the books will be read by the teacher, tracker worthy evidence noted, and these pupils will be given time to independently assess their work, using age related methods.

Time will be planned to enable all pupils to respond to feedback.

Common misconceptions found will inform the next lesson.

### **Ensuring pupils welcome and use feedback, that it is more work for the recipient than the donor and that it supports self-regulation.**

1. All staff must plan time to teach the feedback system and methods to pupils and regularly revisit this and only use feedback methods pupils are familiar with.
2. Using our Nurture School Principles, staff must develop a culture in the classroom of 'its ok to make mistakes' and support the development of emotional resilience in our pupils.
3. All staff must adapt feedback to the needs of the pupil.

4. All staff should develop a bank of resources to support independent pupil responses, such as sound mats, specific vocabulary, tricky word mats. Modelled examples of sentence level work or calculation methods. Photographs of creating finger spaces, Widgit templates.
5. Ensure pupils' responses are made with purple pen.
6. Ensure time is planned to enable feedback, eg whole class hinge question followed by teacher modelling or next steps.
7. Ensure enough time is planned in the lessons to enable pupils' to respond.
8. Ensure pupils' work is read, even when written feedback is not being given.

### **What is effective written feedback?**

**Thinking like the teacher:** This involves pupils, who are already au fait with a specific style of task, self-marking and editing the work before the teacher advances this feedback and a final draft is produced.

**Live feedback:** This includes providing written feedback to individuals or small groups, or modelling to the whole class using tools such as visualiser. This could be after a planned hinge question, or specific task.

**Written feedback:** In the more traditional sense, written feedback can be useful in providing task, subject and self-regulation feedback. However, it is crucial to carefully consider the frequency of written work, ensuring that pupils can be given enough time to use and act upon the feedback provided.

**Coded feedback:** This includes the teacher devising commonly agreed codes that each have specific meaning to help students improve the quality of their work. This is highly effective in reducing the amount of time that teachers take to provide the feedback, whilst maintaining the quality of the feedback given. See coded feedback sheet

### **What is effective verbal feedback?**

**Targeting verbal feedback at learning intentions:** Making use of success criteria and checklists that are explicitly aligned with the learning intentions.

**Verbal feedback using modelled answers:** Offering feedback whilst modelling examples on the board or through a visualiser enables teachers to maintain focused feedback on the specific task, which enables pupils to deepen their understanding of the feedback being given.

**Action points:** This involves pupils writing down and summarising the action points that have arisen because of the verbal feedback provided by the teacher. Pupils should then be provided with time to act upon this feedback to achieve the goal.

**Peer checking / feedback is an effective form of both written and verbal feedback.**

## APPENDICES

Some Feedback approaches for English/ literacy writing

### 1. Use a redrafting approach to model primary school writing tasks

With writing, we use a redrafting approach. When the teacher looks at the books during or after a lesson, they note what went well and what still needs work.

This might include things to do with the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription errors, as well as any content improvements.

Where individual children have done particularly well or poorly, the teacher will make a note and use these in the lesson as a teaching point

### 2. Showcase good practice in writing

The teacher will share extracts from pupils' work, using either the visualiser or just a few typed lines to show examples of good work.

For example, they might showcase someone whose letter heights have the ascenders and descenders just right. They can then ask pupils to look at their work and rewrite one sentence from it, making sure they pay attention to letter heights. Then they could move on to character description and show examples of work where this has been done well, pointing out what made the description so vivid.

### 3. Use a redrafting approach for mistakes in writing tasks

For mistakes, the teacher might share an example of an anonymous or fictional piece where the child has confused describing a character with listing their clothing, piling up adjective after adjective.

The children would then suggest how this might be improved. They might spend time with a partner seeing if they included a good description in their writing. Together the pupils reflect if the text would be improved by adding any additional description.

Finally, in pairs they read each other's work together and suggest improvements, alterations and refinements which the author of the piece then adds – in purple pen.

Spending time editing their work means they get through less than if the teacher had marked it for them. However, they learn more by forensically, inspecting their own work and improving it, rather than simply writing more. It's quality over quantity.

Plus, repetitive writing can lead to pupils simply recreating the same mistakes over and over again, no matter how many times the teacher's marking tells them about full stops and capital letters.

The whole point of this approach is that **the next step is the next lesson**. You don't need to write down the next step for each pupil either; you can either give them the opportunity to put it into action or teach them whatever the next step is for them.

### Independent write

At the end of a unit of writing, pupils produce an independent write. This should be assessed and given feed back as follows:

Subject	LI Triangle	Coded feedback	Self assessed strategies	Peer assessed strategies	Next steps	Summative writing feedback using writing tracker	Green pen for highlighting good examples and correct answers
---------	-------------	----------------	--------------------------	--------------------------	------------	--	--

Independent write	Once per piece All books	Twice per half term 15 books			Twice per half term 15 books	Twice per half term 15 books	Twice per half term 15 books
-------------------	-----------------------------	---------------------------------	--	--	---------------------------------	---------------------------------	---------------------------------

## Feedback approaches for maths

### 1. Teachers check if pupils have grasped the skills, knowledge or understanding during Guided Practice and feedback accordingly before moving to independent practice.

After teacher instruction, during the guided practice section of a maths lesson, pupils respond to the Guided Practice task as set out in the Maths No Problem textbook. If the lesson is a gap lesson (and not a Maths No Problem lesson) the pupils will respond to the teachers' planned hinge question.

Pupils usually carry out the guided practice task or hinge question on a mini whiteboard after which the teacher displays the answers to the task for children to self-check. The teacher circulates to check the success rate.

This enables the teacher to assess how well pupils have understood what has been taught and can apply the skills or knowledge necessary to carry out the subsequent independent practice task successfully or not. This also enables pupils to self-assess and helps them feel more confident to move onto the independent task or to identify that they need further input or support.

In this way, if children have a misconception or misunderstanding, teachers are in a position to make a decision about what actions to take next to address this rather than teachers finding out at the end of the lesson.

Feedback at this stage may involve:

- Praising success and sharing a good example /inviting a child to explain their reasoning
- Live feedback to whole class involving re-modelling with a focus on a common misconception and reasoning as to why this may have occurred; this may involve sharing an example of pupils' work under the visualiser and inviting children to identify why an error or misconception took place and re-modelling to correct it (all errors and misconceptions are valued)
- Making a decision about which tasks different children/groups should carry out in the independent task according to level of challenge based on formative assessment at this stage of the lesson

- When children move to the independent task, the teacher feeds back to a group of children with a similar misconception because to feed back to the whole class is not purposeful when the majority of other pupils did not have the misconception/errors
- Where errors or misconceptions are individual to pupils, the teacher can provide verbal feedback individually or provide a written prompt or model.

Teachers' feedback should always consider whether an error occurred due to a slip (lack of focus or attention which led to the error) or an underlying misconception.

## **2. Pupils self-check or peer-check their maths work after independent practice**

Teaching self-checking and peer-checking involves teaching pupils to think deeply about the mathematics they have learned. Teachers model ways of checking answers, for example, by using the inverse of a calculation or by using the visualiser to progress through a question at each stage checking the process success criteria. Pupils use these strategies to check work before the teacher reveals answers at the end of independent practice when pupils self-mark or peer-mark using a green highlighter for correct answers and a pink highlighter for incorrect answers. Where there are errors or misconceptions, teachers use this assessment information to feed forward and plan when children will respond using a purple pen or whether remediation is necessary.

For written reasoning in maths journals, peer-checking is encouraged as it enables rich mathematical talk between peers and effective verbal feedback opportunities with regard to the clarity of the mathematical reasoning and content. In this way, peers get to see the quality of other pupils' written reasoning and can be used to refine their own. Teachers model feeding back about the quality of written reasoning, for example, with the visualiser, so that pupils have a good understanding of what high quality written reasoning looks like involving the application of knowledge and facts to justify.

## **3. Process success criteria is provided to support children to identify their own errors and misconceptions**

Teachers share with children the steps involved in learning to enable success. Teachers ensure that this is properly signposted through concise process success criteria which are subsequently posted on the maths learning wall for all pupils to access. This provides a clear framework and criteria against a modelled worked example and against which feedback can be directed and used, especially when pupils are self-checking and peer-checking work. Teachers can also use this as tool when feeding back against errors and misconceptions, as it allows the pupil to see at which point they may have made the error, or to enable the teacher to identify a gap in pupils' mathematical understanding which needs to be remediated.

## **4. Provide prompt sheets for some children less confident in independently using the learning wall**

Also provide prompt sheets to help pupils who are struggling to identify their mistakes. These are shared at the start of a lesson. In effect, these are just a process success criteria as above, but recasting them as an error-spotting checklist means pupils properly use it. Otherwise they might just tick each step without thinking deeply.

## **5. Teachers check independent work/outcomes of any pupils whose work had not been checked by an adult during the lesson and provide feedback as appropriate**

Not all children's independent work can be checked by an adult during the lesson as this is usually limited to the groups which adults have worked with or individual pupils focused on during the lesson. Teachers therefore check after the lesson the independent work of pupils whose work has not been reviewed by an adult within the lesson, including pupils' work which has been self-marked or peer-marked. This enables teachers to check the accuracy of self and peer marking by scanning over some examples of a pupil's work and also to gauge how well pupils have or have not grasped the mathematical knowledge, skills or understanding by monitoring the green and pink highlighting

against answers. This will inform decisions regarding feed forward, for example, by redesigning the next lesson to focus on a gap in knowledge.

The teacher uses green highlighter for correct answers and pink highlighter for errors or misconceptions of any remaining work which has not been addressed within the lesson, this provides feedback for pupils to see in the next lesson. In accordance with the quantity of feedback guidance, teachers use pink pen to provide written feedback including to celebrate success and to provide next step marking (see examples below). Teachers plan for pupils to respond using a purple pen or whether remediation is necessary in the following lesson or when the topic is next visited.

### **Feed Forward:**

### **Examples of quality teacher Next Steps: Rich formative assessment to 'close the gap' or extend:**






There are four types of Next Steps:

- 1) Scaffolding- A child has a misconception or error and the teacher provides a scaffolded response to get them unstuck and to make progress.
- 2) Find and Fix- Signposting work to improve with a clear focus. E.g Question 2 has an error in place value. Find and fix.
- 3) Consolidation- A child needs more practise, or the teacher wants to assess if they are able to demonstrate a skill independently
- 4) Further Challenge / Stretch- A child has demonstrated secure understanding during the lesson and so is offered a challenge or a new context.



## Writing codes for all subjects

### KS1

What are my codes telling me?		
Code	Error	Where
Sp	Spelling error	Margin (only underline if appropriate)
CL	A capital letter needs added or edited	Margin
T	Tense needs editing	Margin
	Finger spaces are needed	Margin
	A word is missing from your sentence	In line
	Reread sentence for sense	In margin
Pu	Punctuation needs to be edited	Margin
Pr	Be careful with your presentation or handwriting	Next to LI in margin
	This is a good example, or your answer is correct	Next to example or answer
	This is an error or misconception	Next to example or answer

Your teachers may write in your book, using some of these symbols in the margin of your work.

Edit your work in purple pen to correct your errors.





Your teacher may use this symbol



This means they may want you to complete a **next step**, which will help you make progress. You should use a purple pen to do this.

You will be frequently asked to self-assess using purple pen.

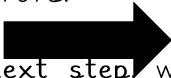
## KS2

Code	Error	Where
SP	Spelling error	Margin (only underline if appropriate)
C	A conjunction is missing or needs to be edited	Margin
O	An opener needs to be edited or has been over used	Margin
	A word is missing from your sentence	In line
	Reread sentence for sense	In margin
Pu	Your use of punctuation needs to be edited	Margin
//	A paragraph needs creating.	In line
T	Tense needs editing	Margin
Pr	Be careful with your presentation / handwriting	Next to LI in margin
	This is a good example, or your answer is correct	Next to example or answer
	This is an error or misconception	Next to example or answer

Your teachers may write in your book, using some of these symbols in the margin of your work.

Edit your work in purple pen to correct your errors.

Your teacher may use this symbol

This means they may want you to complete a **next step**  which will help you make progress. You should use a purple pen to do this.

You will be frequently asked to self-assess using purple pen.

