



Feedback Policy

Aims

As a school, we believe in 'Growing Together, Learning Forever'. We believe that our children need to be relaxed and happy in order to learn. Integral to this is an understanding that children need to be proactively involved in their own learning, developing their targets and celebrating their achievements with the support of the skilled adults around them. We therefore give feedback for two main reasons:

- To motivate the child.
- To progress learning by addressing a misunderstanding, reinforcing a skill or key piece of information or extending a child's understanding or ability to do something.

We believe that giving effective feedback is a powerful educational tool for raising achievement and preparing children to be lifelong learners, teaching them to reflect upon and improve their own work. In our school, you will therefore see teachers giving time within lessons to give formative feedback to children.

Types of feedback

We know our children and treat them as individuals. Sometimes lots of children would benefit from a next step comment; other times, no one will. We expect our teachers to use their professional judgement to decide when it is most appropriate to give verbal feedback, when to surface mark or when to distance mark and provide a next step comment. Teachers are expected to base their judgement on what will most positively impact that child's progress. Following discussion as a staff team, it is agreed that timely verbal feedback based on shared success criteria and examples of learning is the most effective and will be most commonly seen in our lessons.

Marking and feedback should:

- Give pupils opportunities to become aware of and reflect on their learning needs
- Be seen by pupils as positive in improving their learning as part of a culture of 'Growth Mindset'
- Involve all adults working with pupils in the classroom
- Be appropriate to the age and development of the children
- Give recognition and appropriate praise for achievement
- Allow specific time for pupils to read, reflect and respond to distance marking. If there will be no time available for pupils to process this information, another strategy should be used.
- Inform future planning and individual target setting



- Be consistent
- Encourage and teach pupils to edit, self mark and peer mark as lifelong learning skills
- Be manageable for teachers

In deciding how to give feedback on a child's work, teachers will consider the following:

- Can the child read and understand the suggestions made?
- Do children have adequate time to make the improvements?
- Could the improvements be done cooperatively (not swapping books, but working together on one book at a time) so that children are not in isolation, missing out on each others thoughts?
- Is the improvement suggestion really going to improve the piece?
- Is there adequate room to make the improvements?

Summative Feedback/ Marking

This usually consists of ticks and dots or question marks to indicate where work needs to be checked, and is associated with closed tasks or exercises e.g. tables and spelling tests. Wherever possible, pupils should self-mark or the work should be marked as a class or in groups.

Formative Feedback/ Marking

In the course of a lesson, teachers' comments to pupils should focus firstly on issues about the learning objectives and success criteria, then secondly, about general progress and next steps for the pupil. Success criteria will be agreed and shared in advance with pupils.

Closing the Gap Marking

Teacher annotations through the lesson can support the learning and challenge misconceptions. This is used when pupils have worked independent of the adult. Work is responded to in more detail to assess where pupils are in their learning with comments that require pupils to revisit and improve a piece of work. Wherever the task is open or narrative, feedback should focus first and foremost on the learning objective. Clear success criteria support the adult and pupil in knowing how to meet the learning objective. The emphasis in marking should be on both success and improvement needs, against the learning objective and success criteria. Focussed comments should support the pupil in 'closing the gap' between what they have achieved and what they could have achieved (e.g. 'use a range of adjectives to describe the prince', 'Try one of these words: brave, elegant, and arrogant'). Comments from the adult are written in green pen, to distinguish against the pen or pencil used by the pupils.

Useful 'closing the gap' comments might include:

- A reminder prompt (e.g. 'What else could you say here?').



- A scaffolded prompt (e.g. 'What was the dog's tail doing?', 'The dog was angry so he', 'Describe the expression on the dog's face').
- An example prompt (e.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes').
- A comment that requires children to reason, justify, convince or explain their understanding of an element of learning that has taken place in the lesson.

The class teacher must plan in time for pupils to respond to the comments made. This can be timetabled on a regular basis, outside the lesson, within the lesson or planned in as an edit and improve lesson. In an edit and improve lesson it is best to ask the pupils to focus on a section of their work rather than the whole piece of work. Pupils can then go back and make changes to their work using a purple pen so that any changes can be clearly seen.

Secretarial Features

Spelling, punctuation, grammar, handwriting and number reversals etc may be included in the success criteria for some pieces of work but may not be asked for in every piece of work. This is because pupils cannot effectively focus on too many things at the same time. Children should be aware of individual targets relating to secretarial misconceptions and these will be shared with the children in an age appropriate way (verbally, visual symbols, marking stampers or written notations). Parents will also be familiar with individual targets so that they can be reinforced at home and through targeted homework. Pupils will regularly be asked to read through their work to check for errors and ensure that their work makes sense.

Self/Peer Marking

Teachers will plan for regular opportunities for pupils to peer or self-evaluate in literacy and mathematics. This will be done in an age appropriate way, bearing in mind the following points:

- Pupils need to be taught to do this, through the use of modeling and whole class feedback such as using visualisers to share and discuss examples of work.
- Pupils should be expected to point out what they like first and then suggest ways to improve the piece against the success criteria. This 3:1 Success:Improvement ratio should be followed

Recognising Achievement

Positive verbal feedback will be given in keeping with our growth mindset culture, acknowledging positive achievements and efforts from our children. Praise language will focus on desirable traits for effective lifelong learners. For example;

- Well done! You're learning to....



- Good – it's making you think – that's how you know your brain is growing!
- Every time you practice you're making the connections in your brain stronger.
- You're good at things you like because you spend a lot of time doing them.
- If you could already do it or it was easy, you wouldn't be learning anything.
- Your skills have really improved. Do you remember how much harder this was last week/ last year?
- You kept going! Well done!
- Don't say no! Have a go!
- You mean you don't know YET!

We acknowledge that external rewards can be negative forms of feedback that can threaten self-esteem. These will be used sensitively and sparingly in our school.

Conclusion

"The most powerful form of feedback is that given to the teacher by the student."

Shirley Clarke (2018)

Our feedback policy should help us to gather valuable information from our pupils about their learning, successes, progress and next steps, enabling us to plan a meaningful and engaging curriculum in keeping with our ethos of 'Learning and Laughter'.

Further Information

Black, P. and William, D. (1998) 'Inside the Black Box: Raising Standards through Classroom Assessment'

Clarke, S. (2018) Outstanding Formative Assessment: Culture and Practice

DfE Guidance (2018) Feedback and Marking: Reducing Teacher Workload



Staff Professional Development

Session 1: Laying the foundations :Growth Mindset

Setting up the conditions for pupils to be active learners, constant reviewers and self assessors

Learning culture (growth mindset/mixed ability learning)

Fixed mindset = people are born with a certain amount of intelligence which is fixed for life.

Growth mindset = intelligence is not fixed and that you can 'grow your intelligence'. This is supported by brain research. (See Carol Dweck, 2011 article – 'You Can Grow Your Intelligence').

Praise language (see over)

- Well done! You're learning to....
- Good – it's making you think – that's how you know you're brain is growing!
- Every time you practice you're making the connections in your brain stronger.
- You're good at things you like because you spend a lot of time doing them.
- If you could already do it or it was easy, you wouldn't be learning anything.
- Your skills have really improved. Do you remember how much harder this was last week/ last year?
- You kept going! Well done!
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STOP SAYING "You are so smart"

AND START SAYING...

1. You tried really hard on that.
2. You never gave up, even when it was hard.
3. You have such a positive attitude.
4. You have really improved on _____.
5. What a creative solution to that problem!
6. You work very well with your classmates.
7. What a great friend you are!
8. I love how you took ownership of that!
9. That was a very responsible thing you did.
10. I like the way you are doing _____.
11. I admire the way you _____.
12. You really handled that situation well because _____.
13. It was brave of you to _____.
14. I love that you are always prepared for class.
15. You did a great job of helping _____ with her assignment.
16. You have taken great care of your desk/locker/book.
17. You remembered to bring _____ to class! Great job!
18. I know I can trust you because _____.
19. I can tell you studied very hard!
20. I appreciate how helpful you were when you _____.
21. You did a great job of participating today!
22. I could tell you worked well with your group because _____.
23. It is so nice that you value other people's opinions.
24. I can tell you tried your very best because _____.
25. You really encouraged your classmates today when you _____.
26. What a creative way to solve that problem!
27. You are not afraid of a challenge! I like that!
28. You thought of that all by yourself!
29. You remembered to _____ (specific skill)! Great thinking!
30. I am so proud that you made that choice.



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Meta-cognition

Learning about learning.



Using word 'learning' instead of 'work'.

Successful learning means...

- Concentrate
- Don't give up
- Be co-operative
- Be curious
- Have a go
- Use your imagination
- Keep improving
- Enjoy learning

See characters at

<https://www.laver-de-la-haye.essex.sch.uk/downloadfile/7506273>

Mixed ability learning

More inclusive

Challenge choices in Maths – see examples at www.bit.ly/1mQ5jgh

Chilli challenges or 'The Amazing Challenge', 'The Incredible Challenge' and 'The Fantastic Challenge'...still differentiated but change position every time so that children have to look carefully at the Maths to decide which challenge to choose....



Session 2: Laying the foundations :Involvement in Planning

Involvement in planning

Maximising the impact:

1. Finding out what they already know and can do
2. For most subjects, some kind of immersion in the subject matter
3. Presenting the main skills to be covered
4. Asking for their ideas about how to learn those skills
5. Involving parents

1. Finding out what they already know and can do

Strategies:

- **breaking down topic into sections** to get more useful info eg topic on period in history, list six major aspects and find out what chn know about each eg inventions/home life/ transport etc...
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- **breaking down subject via learning objectives**
- **listing the vocabulary** and finding out chns understanding of their meaning/how words could be grouped
- **exploring the resources** eg giving out magnets and asking chn can they show 'repel/attract' etc
- **giving a question to answer or a problem to solve** eg. true or false? You can see electricity
- **starting with a picture/object/video/visit** inviting discussion about what it is, what they see, what they want to find out etc. For example, a picture of an insect with the statement 'This is a bird – agree or disagree?'

2. Immersion in the subject matter

Asking children what they would like to learn is difficult when they have very limited knowledge of the subject in hand. Consider 'immersion' afternoons or sessions in which chn given multi sensory experience of subject in short time so that they have a basis from which to draw their questions and interests eg trip/food tasting etc.



3. Presenting the main skills to be covered

Present chn with the key skills to be covered for the theme and then share chns ideas.

4. Asking for children's ideas

Remain flexible throughout unit of work as chns interests develop as the subject is explored. As long as skills are covered, content can be manipulated.

5. Involving parents

Informing parents of the coverage for a half term is not the same as asking for their ideas.



Session 3: Effective starts to lessons

Learning objectives

LO = starting point of teachers planning

We are learning to... OR....LO....OR.....LI

Focuses teacher on...

What do I want them to learn?

How do I articulate that?

What would be a good way of learning it?

What do I think a range of good finished products would look like?

LO can be 'closed' or 'open'

Success criteria

Success criteria = LO broken down into mini-goals or ingredients

Remember to....OR...Choose from...OR...Top tips...OR...Success criteria

Chn should know what the LO means and steps involved/possible ingredients.

Although knowledge objectives are important, only skill based objectives are usefully linked with success criteria, helping pupils internalize the elements of the skill so that they can be transferred to any subject or context.

Guiding principle - *Children should know the learning objective at the point at which they will be judged against the learning objective.*

Knowledge and skills

There are times where there are two learning objectives at play: the **knowledge** you want them to acquire and the **skill** they will use either in acquiring that knowledge or applying it

Co-constructing success criteria

Allows pupils to internalise success criteria, become more independent, higher achievement, older/HA children can support younger/LA children more effectively

The big picture

First minutes of a lesson show where topic/subject/theme has been and where it's going.



Gauging understanding

Starter questions and activities

Questioning strategies

- Starting from the end
- Where did I go wrong?
- Statement
- Range of answers
- Odd one out
- Order these
- Right and wrong
- True or false?
- Opposing standpoint
- Always/sometimes/never true

Exploratory activities

- Changing setting (eg. classroom becomes a castle)
- Exploring resources (eg magnets and metals)
- Deep-end task (eg make a plant grown sideways)
- Box of objects/artifacts (eg clues for a character or event in history or a story)
- Surprise letter/invitation/message in a bottle (eg incomplete invitation)
- Class visit or trip (eg looking at buildings in surrounding area)
- Role play (eg teacher arrives as character from history)
- Story (eg beginning of story read aloud)
- Play a game
- Crime scene (with clues added one by one)
- Jigsaw the pieces (eg cut out paragraphs of a newspaper report)
- Sorting cards (eg science vocabulary for liquids and solids)
- Web page/ twitter (eg response from poet about our class poems)
- Sorting success criteria (eg muddled steps for operation in maths)
- Success criteria bingo
- Gradually reveal a map or picture (while children guess what/where it is)
- Given headlines, guess the story

Examples of pupils work used to establish prior knowledge, capture interest, co-construct success criteria and share aspirational expectations



Session 4: Developing the learning/Effective Ends to Lessons

Dialogue

Effective questioning

- Tell me what you have done?
- Tell me what you're going to do first?
- What do you mean by?
- Why do you think?
- Give me an example of what you mean...
- Can you develop on that?
- So why is this one better than that?
- How could you change this to make it clearer?

Involving children in review and improvement

Remember – all learners need to see more than one example of excellence to avoid being constrained by eg of only one example of excellence.

Keep examples of prior work by pupils to share eg showing Y1 egs of work with and without finger spaces.

Mid-lesson learning stops

Use visualizer – chn in pairs decide on best bits, then any improvements.

Then – chn look at own work.

Talk partners

Random talk partners/changing talk partners regularly to allow chn to learn from one another in different ways. If paired with a LA child, chn are often 'explainers' = higher order skill. If paired with HA child, chn have further exposure to good examples and thinking. Provides all chn to experience success.

Wait time – talk partners allow chn time to think and chance to articulate their thinking.

Strategies:

- **Choosing the pairs** Eg lollypops in a pot, computer random name picker (google), 'think,pair'share' / 'link eyes, link hands, link brains'
- **Choosing who answers** name generators – ensure chn have had thinking/discussion time
- **Success criteria for talk partners eg –**



SLANT – Sit up, Listen, Ask and answer questions, Nod your head, Track the speaker

How to Be a Great Talk Partner!

1. No moaning or sulking!
2. Sit close together and face each other
3. Speak clearly – don't cover your mouth
4. Look at your partner when they speak
5. Speak slowly
6. Let both people have a turn
7. Ask questions
8. Think about the question
9. Don't laugh at any answers
10. Remember: getting things wrong can help us learn

Co-operative feedback discussions versus swapping books –writing?

Co-operative feedback= both chn read and discuss one of their pieces together ...one book between them...together decide the best bits (tickled pink?) and then think about improvements that could be made, author makes them on the piece, writing in purple, they do not have to take on other chns ideas.

Effective ends to lessons

Encourage pupil reflection

Find out what has been learnt so far and what needs to be rethought or developed

- **What did you learn?** Write on the end of the work/share with talk partner/select one thing that was most important to you.
- **Tell or ask-** write one question you have about the lesson, could be a 'what if?' or 'next could we..?'
- **Sticky notes**
- **Exit cards** – final example of learning or pupil evaluation of the lesson eg How did you feel about working in small groups today?
- **Pupil self reflections at the end of the work** – eg 'I am proud of how I.... I need to work on....'



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